

# RESEARCH AND INNOVATION IN APPLIED LINGUISTICS [RIAL]

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## FOREWORD FROM EDITORS

We are pleased to present Volume 3, Issue 1 of the *Research in Applied Linguistics Electronic Journal (RIAL-EJ)*, published on February 25, 2025. This issue marks another milestone in our ongoing commitment to advancing research and scholarship in applied linguistics. We extend our deepest appreciation to the Director of PNUP, UPT Bahasa Politeknik Negeri Ujung Pandang, and all the editors, reviewers, and contributors whose dedication and expertise have made this publication possible. Their invaluable support ensures the quality and integrity of the research we publish.

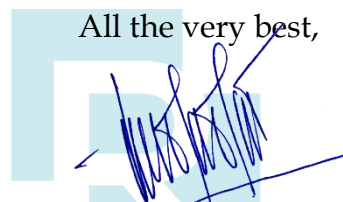
In this volume, *RIAL-EJ* features one distinguished article, four research articles, one review/academic article, and one book review, authored by scholars from the Philippines and Indonesia. The rigorous selection process saw *RIAL-EJ* receiving 19 submissions, of which 7 were accepted and 13 were declined. We take pride in maintaining high academic standards and ensuring that each published work contributes meaningfully to the field.

We hope that the articles in this issue provide valuable insights and stimulate further discussion among researchers, educators, and practitioners in applied linguistics. We remain committed to fostering scholarly exchange at both national and international levels.

Thank you for your continued support of *RIAL-EJ*. We look forward to your engagement with this issue and to future contributions that will enrich the growing body of knowledge in applied linguistics.

Makassar, 25 February 2025

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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Featured Article

# A Quad-Helix Collaboration in Anticipating the Future-Oriented Skills for Business English Professionals

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## ABSTRACT

This paper explores the role of quad-helix collaboration—comprising government, industry, academia, and media practitioners—in anticipating the future-oriented skills required for business English professionals. As the global business landscape continues to evolve, the demand for new skills in communication, digital literacy, cross-cultural competence, and data-driven decision-making is increasing. This paper examines how each sector within the quad-helix model contributes to identifying and fostering these skills. Government bodies provide policy frameworks and funding for skill development, while industries highlight the practical needs of the workforce. Academia is instrumental in research and curriculum design, and media practitioners reflect societal demands and trends that influence professional competencies. By synthesizing insights from these four sectors, the paper identifies emerging trends in Business English education and professional practice. The review emphasizes the need for a collaborative approach to skill development, proposing that a well-integrated quad-helix framework can effectively prepare business English professionals for future challenges. Additionally, it discusses the implications for curriculum design, professional development, and collaborative educational models, providing recommendations for stakeholders to bridge the gap between current training and future requirements. The paper concludes by suggesting future research directions to further explore the intersection of business English, skill development, and intersectoral collaboration.

**Keywords:** *Quad-helix, future-oriented skills, business English, framework, and collaboration*

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## INTRODUCTION

In today's globalized economy, business English serves as a critical medium for communication, collaboration, and commerce across international markets, enabling professionals to address linguistic and cultural barriers effectively (Dzevytska & Romanenko, 2018). The demands on Business English professionals are evolving rapidly, necessitating not only linguistic expertise but also competencies in real-world business contexts (Lăzărescu, 2013). This dynamic landscape highlights the importance of proactive skill development to align with global trade and workforce needs.

This review explores the application of the Quad-Helix model—integrating government, industry, academia, and civil society—as a framework to anticipate and develop future-oriented skills for Business English professionals. This aligns with evidence suggesting that combining language instruction with practical skill-building fosters greater engagement and adaptability among learners (Kholis & Iryanti, 2021). Additionally, addressing the gaps between academic curricula and professional needs ensures alignment with global trends and workforce expectations (Zela, 2018).

*A Quad-Helix collaboration is a holistic approach to understanding the future-oriented skills in the workplace and global business communication*

The relevance of this topic lies in its capacity to equip professionals with skills that are both practical and forward-looking, enhancing their ability to thrive in dynamic business environments. By leveraging cross-sector collaboration, the quad-helix model offers a pathway for the sustained development of adaptive and innovative competencies. This article aims to explore how the quad-helix model, encompassing government, industry, academia, and media practitioners, can serve as a comprehensive framework for identifying and cultivating future-oriented skills for business English professionals. The focus is to address the evolving demands of global business environments by bridging gaps between academic instruction and professional needs. By examining innovative approaches, the article seeks to highlight strategies that enhance the practical application of business English skills and prepare professionals to adapt to dynamic market trends and technological advancements.

## THE QUAD-HELIX MODEL OF COLLABORATION

### Definition and Origins of the Quad-Helix Model

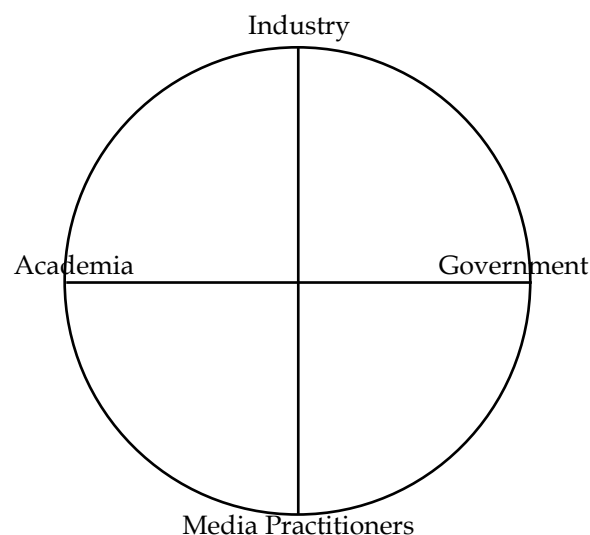
The Quad-Helix model is a collaborative framework that extends the traditional Triple Helix model (government, academia, and industry) (Cai & Etzkowitz, 2020; Leydesdorff, 2000; Leydesdorff & Etzkowitz, 1998) by incorporating media practitioners as the fourth component. This inclusion highlights the role of media in shaping public discourse, disseminating knowledge, and driving awareness about societal challenges and innovative solutions (Tozzi, 2021). Unlike the triple helix model, which focuses primarily on economic development through academia-industry-government synergy, the quad-helix model

emphasizes the importance of communication and information dissemination in fostering innovation and societal engagement (Amni & Diyah, 2018). Additionally, media practitioners contribute by bridging the gap between technical knowledge and public understanding. Their involvement ensures that innovations are accessible and relevant to diverse audiences, supporting a balanced and informed approach to addressing complex issues like technological adaptation and skill development (Susyanti & Aminah, 2019).

### Roles of Each Sector in Anticipating Skills

Governments play a central role in establishing regulatory frameworks, funding initiatives, and crafting policies that promote skill development and cross-sector collaboration. For example, laws supporting creative economies foster innovation ecosystems where stakeholders can thrive (Pratama, 2018). Industry stakeholders provide insights into current and future workforce needs. Their collaboration in co-developing training programs and practical learning opportunities ensures that educational outputs align with market demands (Amni & Diyah, 2018). Besides that, universities and research institutions contribute by advancing knowledge, designing adaptive curricula, and fostering critical and innovative thinking. Moreover, partnerships with government and industry enhance the applicability of academic outputs in real-world professional contexts (Tozzi, 2021). Additionally, media practitioners amplify the impact of the Quad-Helix model by creating awareness about skill development initiatives and communicating their importance to the public. By reporting on workforce trends, technological advancements, and educational reforms, media practitioners play a key role in fostering an informed and engaged society (Susyanti & Aminah, 2019). With this in mind, the Quad-Helix model not only anticipates and addresses emerging skill demands but also enhances the societal understanding and uptake of innovations. This synergy equips society to navigate the challenges of an evolving global economy effectively.

Figure 1.  
*The Quad-Helix collaboration framework*



The diagram visually represents the Quad-Helix collaboration framework, with four key sectors arranged in a circular layout: government, industry, academia, and media practitioners. Each sector is positioned at equal intervals around the circle, symbolizing their interconnected and equally important roles in shaping the future skills of business English professionals. Lines extend from the center to each sector, illustrating their dynamic interactions and collaboration. The circle itself emphasizes the holistic and integrated nature of this collaboration, where each sector contributes its unique expertise and perspectives. Government offers policy frameworks and funding, Industry provides insights into workforce needs, Academia drives research and curriculum development, and media practitioners reflect societal trends and public discourse. The structure of the diagram highlights the necessity of these four sectors working together to anticipate and nurture the skills that will be required in the evolving global business environment.

### Current Skills for Business English Professionals

Business English professionals have traditionally been expected to master core skills such as effective communication, professional writing, presentation, and negotiation (Bakos, 2007; Bhatia & Bremner, 2012). These foundational abilities are essential for business correspondence, report writing, and maintaining professional relationships in international markets (Dzevytska & Romanenko, 2018). Writing skills, in particular, remain a fundamental requirement, aiding in clear and effective business communication (Zhang, 2018). Moreover, in today's interconnected world, emerging skills such as digital literacy, cross-cultural communication, and data-driven decision-making are becoming increasingly vital. Digital tools like the ELSA app, which enhances English communication through AI, exemplify the integration of technology in skill-building (Dhivya et al., 2023). Moreover, cross-cultural communication has gained prominence, requiring professionals to navigate and understand diverse cultural contexts effectively (Hongyu, 2023). Critical thinking and problem-solving skills are also emphasized, particularly for integrating language training with business-specific knowledge (Hongyu, 2023).

Nowadays, the rapid advancement of technology and globalization are reshaping the skill demands for Business English professionals. Automation, remote work, and global collaboration necessitate competencies like adaptability and advanced technological proficiency. A task-based approach, which includes simulation tasks and business case studies, is identified as an effective method to align educational training with these dynamic professional requirements (Hongyu, 2023). Furthermore, studies on employability frameworks highlight the need for a balanced combination of language skills, foreign trade competencies, and career management to meet recruitment expectations (Tong & Gao, 2022). In other words, educational and professional training programs can ensure that Business English professionals are equipped to meet the demands of the modern business environment.

The skill set required for Business English professionals is evolving to meet the demands of a globalized and technologically advanced business environment. While traditional skills such as communication, writing, and negotiation remain essential, emerging competencies like digital literacy, cross-cultural communication, and data-driven decision-making are increasingly critical. The integration of technology, such as AI-powered tools, exemplifies the shift towards modern, adaptive skill-building methods (Omer, 2024). Furthermore, globalization and technological advancement have heightened the need for adaptability, advanced technological proficiency, and critical thinking. Educational and professional training programs must adopt innovative approaches, such as task-based learning and employability frameworks, to equip professionals with a balanced combination of language skills, professional knowledge, and career management capabilities (Lee & Nie, 2024). These evolving strategies ensure that Business English professionals can navigate the complexities of the contemporary business landscape effectively.

### **FUTURE-ORIENTED SKILLS FOR BUSINESS ENGLISH PROFESSIONALS**

In a rapidly changing global economy, equipping Business English professionals with relevant and future-oriented skills is critical. This section explores the contributions of various stakeholders in identifying and fostering these skills. Academia emphasizes innovative and adaptable learning strategies to meet future career demands, while industry leaders highlight the practical and technological competencies required in professional settings. Government initiatives align with workforce needs through policies promoting employability and lifelong learning. Additionally, civil society advocates for integrating cultural and ethical dimensions into skill development to address broader societal challenges. Together, these perspectives offer a comprehensive approach to preparing business English professionals for the complexities of the modern business landscape.

Academic literature highlights the need for adaptable and future-ready skills in Business English education, with emphasis on critical thinking, problem-solving, and the integration of language learning with professional applications (Timalsina, 2021). The incorporation of learner-centered and context-specific methodologies, such as Content and Language Integrated Learning (CLIL), ensures relevance to future careers while fostering collaboration, creativity, and effective communication (Chyzhykova, 2021). These academic strategies are designed to address the evolving demands of globalized professional environments.

Insights from industries emphasize the growing importance of transferable skills like adaptability, flexibility, oral communication, and teamwork, particularly in sectors experiencing economic and digital transformation (Heckadon & Tuzlukova, 2020). Employers increasingly seek Business English professionals capable of strategic thinking and leveraging technological tools to address real-world challenges (Zhang, 2022). Furthermore, government initiatives often align with industry and academic goals to promote skill development through policies that enhance employability. For instance, programs under Oman's Vision 2040 focus on integrating English for Specific Purposes

(ESP) in tertiary education to meet the needs of a diversified economy (Heckadon & Tuzlukova, 2020). Policymakers also emphasize lifelong learning and the role of language education in workforce readiness.

Civil society perspectives underscore the societal need for Business English professionals who are equipped to address ethical, cultural, and social challenges in global business. By advocating for skills such as empathy, cultural sensitivity, and effective communication, civil society contributes to shaping curricula that balance professional expertise with societal values (Shepel, 2020). In other words, a collaborative approach involving academia, industry, government, and civil society is vital for equipping Business English professionals with the skills required to navigate a rapidly evolving global landscape.

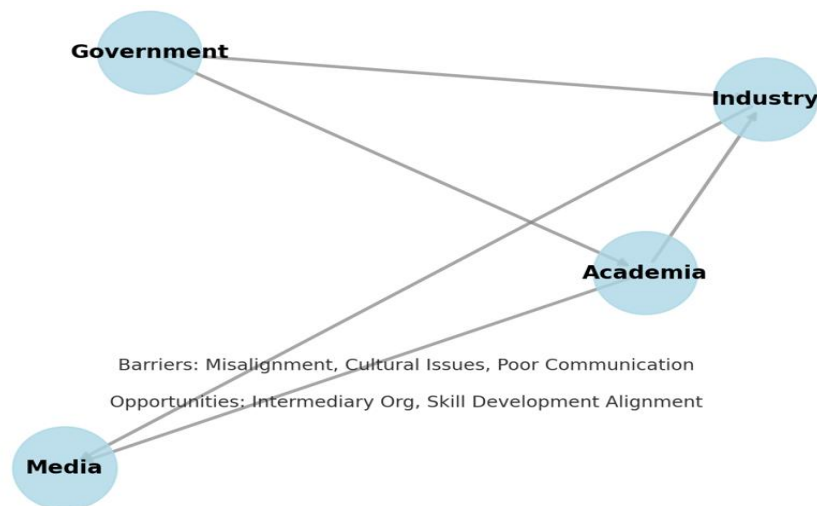
### INTEGRATING THE QUAD-HELIX MODEL FOR FUTURE SKILL DEVELOPMENT

Successful Quad-Helix collaborations highlight the synergy between government, industry, academia, and media practitioners. For example, the implementation of integrative economic models to support creative industries demonstrates how collaboration can align with broader societal and economic goals (Susyanti & Aminah, 2019). Similarly, initiatives linking universities and industries to facilitate technology transfer in Ethiopia underscore the potential of academic and corporate partnerships for innovation (Hailu, 2024). However, barriers to effective Quad-Helix collaboration often arise from misaligned objectives, cultural differences, and poor inter-organizational communication. For instance, a study on Azerbaijan revealed that historical and systemic cultural barriers hinder effective university-industry-government interactions, requiring improved coordination and policies (Landoni & Muradzada, 2024). However, opportunities for overcoming these challenges include establishing intermediary organizations such as research centers and technology incubators to facilitate smoother collaborations (Hailu, 2024).

Adopting best practices from existing Quad-Helix models involves leveraging structured collaborations to address skill gaps. The labor training initiatives in Jakarta, which combined contributions from all four sectors, showcase how the Quad-Helix approach can align skill development programs with real-world workforce demands (Trilestari et al., 2021). Additionally, mixed-method research in creative SMEs in Jambi City demonstrates how such collaborations can be tailored to support specific regional and industry needs (Dahmiri et al., 2023). These examples illustrate that while challenges exist, effective Quad-Helix collaborations hold immense potential for fostering innovation and preparing professionals for the future.

Figure 2 illustrates a framework representing the integration of the quad-helix model for future skill development. The diagram highlights the key sectors involved: government, industry, academia, and media, with connections indicating collaborative relationships between them. The framework addresses both the challenges, such as misaligned objectives, cultural differences, and poor communication, and opportunities like intermediary organizations and aligning skill development with workforce needs.

Figure 2.  
Integrating the quad-helix model for future skill development



## METHODS FOR EXPLORING THE QUAD-HELIX PARTIES

### Focus Group Discussion (FGD)

A Focus Group Discussion is a qualitative research method where a small group of participants is guided through a structured conversation on a specific topic (Hennink, 2014; Stewart & Shamdasani, 2015). In the context of the Quad-Helix, an FGD could involve representatives from the four sectors: academia, industry, government, and media practitioners. FGDs are useful for gathering diverse perspectives, identifying challenges, opportunities, and shared goals. The diverse participants can engage in dialogue and collectively problem-solve, facilitating cross-sectoral understanding and collaboration.

Table 1.  
FGD and its role in exploring the quad-helix

| Stages of FGD         | Description                                                                                                                                                                                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participant Selection | Carefully select a group of individuals representing the four Quad-Helix sectors. For instance, academics, industry experts, government officials, and media practitioners.                                     |
| Facilitator Role      | A skilled facilitator moderates the discussion, ensuring that all voices are heard and guiding the conversation around key themes related to innovation, policy development, or a specific issue of interest.   |
| Data Collection       | The facilitator encourages participants to share their views, concerns, and suggestions on the topic. Discussions are often recorded (with consent), transcribed, and analyzed to identify themes and patterns. |
| Outcome               | The goal is to understand the perspectives of each sector and how they interact, uncovering areas of potential collaboration or conflict.                                                                       |

The benefits of using these methods include promoting diverse perspectives on an issue, encouraging direct interaction between different sectors, generating rich and in-depth data, and building mutual understanding and trust. By engaging participants from various sectors, these methods help to create a collaborative environment where different viewpoints are shared, fostering deeper insights and stronger relationships. This collaborative approach not only enhances the quality of data collected but also strengthens the trust and understanding between stakeholders, facilitating more effective cooperation and problem-solving.

### *Delphi Interview*

The Delphi Interview (DI) involves structured rounds of questionnaires or interviews with experts (Brown, 2018). Participants, usually experts in their fields, respond to surveys or engage in interviews, providing their insights, and then receive feedback on the collective responses. This process continues in rounds, allowing for a refined and deeper understanding of the issue at hand (Naisola-ruiter, 2022). It is especially valuable when you need to gather expert opinions from various sectors in the Quad-Helix model. It's useful for building consensus on complex issues or exploring innovative solutions to challenges that require the input of all sectors.

Table 2.  
*Delphi interview method and its role in exploring the quad-helix*

| <b>Rounds of Delphi Interview</b>  | <b>Description</b>                                                                                                                                                                                                                                                                            |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Round 1 (Initial Survey/Interview) | A panel of experts (representatives from academia, industry, government, and media practitioners) is asked to provide their opinions or predictions on a specific topic related to the Quad-Helix. This might include views on innovation, policy needs, or potential areas of collaboration. |
| Round 2 (Feedback)                 | The responses are analyzed, and a summary of the group's opinions is shared with the participants. They are then asked to reconsider their positions in light of the group's collective responses, which may encourage refinement of their views.                                             |
| Round 3 (Final Consensus)          | The process may be repeated for several rounds until consensus is reached or a refined understanding emerges                                                                                                                                                                                  |

The Delphi method allows for gathering in-depth expert opinions, refining those opinions, and building a consensus on the best course of action or understanding of an issue. In the context of Quad-Helix, it helps uncover areas of agreement and disagreement between sectors, informing decision-making or policy development. This method builds consensus among experts from diverse sectors, reduces the influence of dominant voices by allowing for independent opinions, and is particularly effective for addressing complex issues with multiple stakeholders. Additionally, it can be conducted remotely, making it flexible for

participants from different sectors, further enhancing its applicability and reach. Both FGD and the DI method are powerful tools for exploring the Quad-Helix model. They allow for inclusive, participatory research where all four sectors – academia, industry, government, and media practitioners – can contribute their perspectives. FGDs foster real-time, dynamic dialogue, while Delphi interviews provide a structured, iterative approach to refining expert opinions. Together, these methods help create a comprehensive, collaborative understanding of key issues and promote effective problem-solving across the sectors.

### *Alternative methods*

The following table presents various methods that can be effectively used to explore and apply the Quad-Helix model, which involves collaboration between academia, industry, government, and media practitioners. These methods offer diverse approaches to gathering insights, fostering innovation, and facilitating cross-sector collaboration. Each method is designed to engage stakeholders from multiple sectors, promoting a deeper understanding of complex issues and supporting informed decision-making and policy development.

Table 3.  
*Alternative methods for exploring quad-helix*

| Methods                                                                                        | Description                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Workshops and Collaborative Design Sessions (Gattringer & Wiener, 2020)                        | Workshops and collaborative design sessions are structured events where stakeholders from the four Quad-Helix sectors come together to brainstorm, co-create, and solve specific challenges. These sessions often use design thinking principles to focus on innovation and problem-solving. |
| Case Study (Hancock & Algozzine, 2006; Yin, 2018)                                              | A case study method involves in-depth exploration of a particular instance where the Quad-Helix model has been applied (or could be applied). This could be a project, policy, or innovation initiative that involved academia, industry, government, and media practitioners.               |
| Participatory Action Research (PAR) (Chevalier & Buckles, 2013; Crane, 2011; McIntyre, 2008)   | Participatory Action Research is a method where researchers work alongside stakeholders to identify issues, develop solutions, and take action. It emphasizes collaboration, reflection, and empowerment of participants.                                                                    |
| Surveys and Quantitative Data Collection (Fanning, 2005; Kent, 2021)                           | Surveys and quantitative data collection methods involve gathering numerical data from stakeholders about specific issues or topics related to the Quad-Helix model. This could include structured questionnaires, Likert-scale surveys, or other statistical tools.                         |
| Ethnographic Studies (Brewer, 2000; Hammersley, 2018; Parker Webster & Marques da Silva, 2013) | Ethnographic studies involve the researcher immersing themselves in the environment of the participants (academia, industry, government, or media) to understand their culture, practices, and interactions in a natural setting.                                                            |

## IMPLICATIONS FOR BUSINESS ENGLISH EDUCATION

1. *Curriculum Design*: Incorporating future-oriented skills into business English curricula requires a shift towards action-oriented and modular course structures. Courses should integrate theoretical knowledge with practical applications, such as digital tools, to prepare students for evolving professional environments (Ding & Chen, 2023). Advanced curricula can include market-driven adaptations that align with industry demands, ensuring students gain practical experience in communication, negotiation, and technological applications (Pei, 2021).
2. *Professional Development*: Continuous professional development for Business English practitioners can involve specialized training in emerging technologies, intercultural communication, and industry-specific competencies. Programs that emphasize experiential learning and align with global trends can enhance educators' teaching strategies and relevance (Chen & Tang, 2024). For example, leveraging virtual teaching and research centers fosters ongoing skill enhancement while addressing practical challenges in business contexts.
3. *Collaborative Models for Education*: The Quad-Helix model can be integrated into Business English programs by fostering collaborations between government, industry, academia, and media practitioners. Initiatives such as co-developing digital teaching modules and embedding industry input into curricula exemplify this approach (Kholis & Iryanti, 2021). Additionally, establishing virtual hubs for teaching and research creates platforms for interaction among stakeholders, ensuring curricula remain relevant and forward-looking (Chen & Tang, 2024).

## CONCLUSION

Quad-Helix collaboration—encompassing government, industry, academia, and media practitioners—plays a pivotal role in anticipating and fostering the future skills required for business English professionals. This integrated approach addresses traditional and emerging competencies by aligning academic curricula, industry needs, governmental policies, and societal insights. The model supports innovation in skill development, ensuring adaptability to evolving global business contexts. Therefore, stakeholders should focus on government bodies supporting policies for collaborative education and cross-sector partnerships; industry leaders co-designing business English programs and offering internships; academia prioritizing experiential learning and research partnerships; and media practitioners raising awareness about skill demands and promoting Quad-Helix collaboration. Finally, further research should explore the long-term impact of Quad-Helix models on workforce readiness, the role of AI and digital tools in Business English instruction, and the adaptability of Quad-Helix frameworks across different cultural and economic contexts. By addressing these areas, stakeholders can ensure that Business English professionals are equipped with the skills to excel in a rapidly evolving global economy.

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## CONFLICT OF INTEREST

No conflict of interest reported by authors

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Research Article

# Critical Discourse Analysis of Mobile Phones Advertisements: Applying Fairclough's 3D Model and Social Semiotic Theory

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## ABSTRACT

This study employs critical discourse analysis to examine recent advertising campaigns for mobile phones, focusing on a leading global brand. Conducted purely for academic purposes and not reflecting any official brand positions, our research uses a qualitative approach combining Fairclough's 3D model and Kress and Van Leeuwen's social semiotics theory. We analyze both textual and visual aspects of 2023 mobile phone advertisements to decode underlying ideologies. Our multimodal critical analysis reveals how linguistic and visual techniques construct aspirational yet constricting identities and lifestyles revolving around constant consumption of mobile technology. Findings demonstrate that these ads exert rhetorical power by addressing perceived shortcomings in target audiences' lives and positioning new products as indispensable solutions. Imperatives compel viewers to envision improved lifestyles necessitating regular upgrades, while vibrant images of confident models reinforce ideological influence. This study showcases how critical discourse analysis can uncover subtle sociocultural assumptions and mechanisms of rhetorical influence in mobile technology promotions. It exposes how ads promise meaningful change but ultimately deliver superficial upgrades that sustain corporate interests. The key insight is that while ads link consumption to aspirational identities, a critical examination reveals this diversionary focus hinders pursuit of genuine social change. Our analysis contributes to the broader understanding of advertising discourse and its societal implications.

**Keywords:** *Critical Discourse Analysis, Mobile phone advertising, Ideology, Social semiotics*

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## INTRODUCTION

Critical discourse analysis (CDA) has emerged as a valuable approach for systematically unraveling the connections between language, power relations and social context across various genres of writing and speech acts, including advertisements (Fairclough, 2013). For instance, prior CDA research has critically examined the discursive construction of gender roles and normalization of beauty standards in advertisements for cosmetic products and skincare brands like SK-II (Xu & Tan, 2020). Other studies like Al Falaq & Puspita (2021) have applied CDA to unpack representations of masculinity and muscular male bodies in supplement advertisements. However, despite the rapid proliferation of smart mobile devices worldwide in recent decades which has fundamentally transformed communication practices, cultures and lifestyles globally (Ling, 2012), few studies have critically analyzed the discourse specifically surrounding mobile phone advertising and promotions. Even as smart devices become ubiquitous globally, the ideological messages encoded within advertisements for these technologies, their makers and their role in contemporary life remain understudied from a critical discourse perspective.

*"Mobile phone ads promote consumption as a path to better living, but critical analysis reveals these promises often mask superficial upgrades that serve corporate interests."*

Recent studies have begun to address this gap, examining various aspects of advertising discourse. For example, Stanković et al (2018) investigated the effect of advertisements on consumers' attitudes, while McBride et al (2019) explored the digital manipulation of images in advertising and its impact on public health. Additionally, Evans et al (2017) analyzed the effectiveness of disclosure language in Instagram influencer advertising, highlighting the growing importance of social media platforms in modern advertising strategies. Furthermore, Tiggemann and Brown (2018) studied the impact of fashion magazine advertisements on body dissatisfaction, demonstrating the continued relevance of traditional media in shaping consumer perceptions. Lastly, Small (2017) examined the representation of women's "beach bodies" in Australian magazines, further illustrating the persistent focus on body image in advertising discourse.

As ideological messages encoded within advertisements and promotions for technology products and services remain understudied from a critical discourse perspective (Van Leeuwen, 2005), this present study aims to fill that research gap by applying concepts and tools from critical discourse analysis to recent mobile phone advertising campaigns by the global brand Samsung. Specifically, it will combine Norman Fairclough's influential three-dimensional frameworks for critical discourse analysis along with the social semiotics theory developed by (Kress & Van Leeuwen, 2020) which provides additional conceptual tools for analyzing visual modes of communication. This will allow for a rigorous multimodal critical discourse analysis examining both textual and visual elements. Using this analytical approach combining multiple frameworks, the study aims

to denaturalize and unpack the assumptions and implied ideologies within these Samsung mobile advertisements. It seeks to illuminate how the verbal language and visual imagery used in these ubiquitous technology promotions discursively construct the cultural role and symbolism of mobile phones, internet-connectivity and digital lifestyles in contemporary society for target audiences across the world (Mayr & Machin, 2011).

Furthermore, this study aims to fill the existing research gap by conducting a thorough and critical analysis of prominent mobile phone advertising discourse using concepts from CDA. The goal is to reveal the normalized ideologies and power dynamics that are embedded in such advertising campaigns. By focusing on Samsung's mobile advertising campaigns, this study will provide empirical evidence on how this under-explored form of technology promotion subtly reinforces and normalizes specific social hierarchies, aspirational lifestyles, and the vested interests of mobile technology corporations (Van Dijk, 2015). Furthermore, it will shed light on how this advertising discourse shapes global consumer cultures and values regarding digital life and consumption (Castells et al., 2009).

CDA is an important and rigorous methodological approach that allows for a thorough examination of power dynamics and ideology within various forms of communication, such as mobile phone advertisements (Asghar, 2014; Caruana & Crane, 2008). In this study, we aim to demonstrate the continued relevance and significance of CDA in analyzing and uncovering the sociocultural assumptions and silenced perspectives embedded within modern commercial messages that promote mobile devices and connectivity. These messages are playing a transformative role in shaping communication patterns on a global scale.

By combining Fairclough's framework and social semiotic theory in a multimodal CDA, this study provided a systematic analysis of Samsung advertisements. Specifically, it examined how metaphorical associations, emotive appeals, and portrayals of lifestyles and identities construct ideological meanings about the necessity and benefits of ubiquitous mobile technology consumption. The findings aim to challenge these normalized assumptions and expose whose interests are advanced through this rapidly evolving promotional discourse.

In summary, this proposed study intends to build on prior CDA research to uncover and critically examine the subtle ways power and ideology operate through mobile technology advertising discourse to shape digital lifestyles globally. The following research questions guided the study:

RQ1: How is the analysis of the mobile phone advertisement through the lenses of Fairclough 3D model?

RQ2: How is the analysis of the mobile phone advertisement through the lenses of Social Semiotic Theory?

## LITERATURE REVIEW

### Critical Discourse Analysis in Advertising: Unveiling Power Structures and Ideologies

CDA has emerged as a powerful tool for examining the complex relationships between language, power, and society, particularly in the realm of advertising. Fairclough's three-dimensional model, involving analysis of text, discursive practices, and social practices, has been widely applied to uncover hidden ideologies and power dynamics in various forms of advertising (Dover, 2021; Kusumaningsih et al., 2023; Lestari & Paramita, 2022). In the context of advertising, CDA reveals how language and visual elements are strategically employed to construct and maintain societal norms and power structures. Al Falaq & Puspita (2021) demonstrated how L-Men advertisements in Indonesia use specific linguistic and visual strategies to promote an idealized masculine body, thereby reinforcing cultural expectations of male dominance. Similarly, Kusumaningsih et al (2023) applied Fairclough's model to analyze used motorcycle advertisements on Facebook, revealing how even seemingly mundane product ads reflect and reproduce social values.

The power of advertising discourse in shaping public perceptions is further emphasized by Suphaborwornrat and Punkasirikul (2022) in their analysis of soft drink advertisements. They highlighted how multimodal elements in ads work together to construct brand identity and influence viewers, often reflecting and reinforcing cultural norms. This multimodal approach is also evident in the work of Bi (2019), who analyzed soft drinks advertising using a multimodal discourse analysis framework.

Moreover, CDA has been instrumental in exposing the historical continuity of certain advertising strategies. Dover (2021) analyzes a vintage American Airlines advertisement, revealing how it subtly reinforced gender roles and male dominance while appealing to a predominantly male, affluent customer base in the 1960s. This historical perspective demonstrates the enduring nature of certain ideological constructions in advertising.

The application of CDA to various types of advertisements has yielded significant insights. Hu and Luo (2016) applied social semiotic analysis to Air France's print advertisements, revealing how visual elements contribute to meaning-making in advertising discourse. Similarly, Kuswandini (2018) conducted a multimodal analysis of car advertisements, further demonstrating the importance of considering both textual and visual elements in advertising discourse.

### Gender Representations in Media: A Critical Discourse Perspective

The application of CDA to gender representations in media has yielded significant insights into how advertising discourse shapes and perpetuates societal norms around gender and body image. Several studies have focused on the construction of femininity and masculinity in advertisements, revealing persistent stereotypes and unrealistic ideals.

Lestari and Paramita (2022) examine how Indonesian slimming product advertisements construct ideals of female beauty. Their analysis reveals that these ads promote a slim body as ideal and tie it to concepts of happiness and success, demonstrating how advertising discourse can reinforce societal pressure on women's appearances.

Similarly, Islam (2022) analyzes billboard advertisements in Bangladesh, showing how they often objectify women and promote unrealistic beauty standards.

On the masculine side, Al Falaq and Puspita (2021) demonstrate how protein powder advertisements construct masculinity as tied to physical appearance and strength, potentially promoting harmful stereotypes and unrealistic body standards for men. This echoes findings by Suphaborwornrat and Punkasirikul (2022), who note the presence of masculine cultural elements in soft drink advertisements.

The historical persistence of gender stereotypes in advertising is highlighted by Dover (2021), whose analysis of a 1960s airline advertisement reveals the dichotomous portrayal of stewardesses as both professional and maternal/nurturing, reflecting the gender expectations of the era. This historical perspective is crucial in understanding the evolution of gender representations in advertising.

Importantly, these studies also reveal the potential negative impacts of such representations. Lestari and Paramita (2022) highlight how the internalization of beauty standards promoted in advertisements can harm women's self-perceptions. Similarly, Al Falaq and Puspita (2021) warn of the potential negative consequences of promoting unrealistic masculine body ideals.

The multimodal nature of gender representations in advertising is further explored by Bi (2019) and Kuswandini (2018), who emphasize the importance of considering both textual and visual elements in understanding how gender is constructed in advertising discourse. Hu and Luo's (2016) social semiotic analysis of Air France advertisements also contributes to this understanding, showing how visual elements can reinforce or challenge gender stereotypes.

In conclusion, CDA has proven to be a valuable tool for exposing how advertising discourse constructs and maintains gender norms and expectations across various media and cultural contexts. By revealing these hidden ideologies and power structures, CDA contributes to a more critical understanding of media representations and their societal impacts.

## METHOD

### Research Design and Context

This study employed a qualitative approach through Critical Discourse Analysis (CDA) (Fairclough, 2013; Van Dijk, 2015). The research examined how Samsung mobile phone advertisements constructed aspirational yet constricting identities and lifestyles centered on constant mobile technology consumption. Drawing on Fairclough's three-dimensional framework, the analysis integrated social semiotic theory.

### Object of the Study

This study analyzed two Samsung mobile phone advertisements from 2023, selected to examine ideological constructions in contemporary tech marketing. Through purposive sampling, the advertisements were chosen across different product lines and campaigns to provide comprehensive coverage of Samsung's promotional discourse. The analysis

explored how Samsung's advertising strategies aligned with contemporary marketing trends, examining both textual and visual elements to uncover the underlying ideologies and rhetorical techniques in their messaging.

### Data Collection

Data for this study was collected from two Samsung mobile phone advertisements sourced from Samsung's official YouTube channel, ensuring authenticity of the multimodal content. These advertisements were selected from recent promotional campaigns to represent Samsung's current marketing strategies. The data collection process involved archiving the full advertisements and transcribing all verbal and written content. Key visual frames were also captured for semiotic analysis. This systematic documentation enabled a rigorous examination of both linguistic and visual elements, facilitating analysis of the ideologies conveyed through Samsung's advertising discourse.

### Data Analysis

The data analysis in this study employed two main analytical frameworks. Firstly, Fairclough's three-dimensional CDA Framework (Fairclough, 2013) guided the analysis through three phases: text analysis, discursive practice analysis, and social practice analysis. The text analysis phase examined linguistic features of the advertisements, including vocabulary, grammar, and semantics. The discursive practice analysis focused on interpretation of the text by readers, examining how the advertisements were produced and consumed. The social practice analysis related the discursive practices to the broader sociocultural context, examining how the advertisements fit into social and cultural structures. Secondly, the study applied the social semiotic approach developed by Van Leeuwen (2005) and elaborated by Kress and Van Leeuwen (2020) to analyze visual elements, examining representational, interpersonal, and compositional meanings conveyed through visual resources. The analysis process was iterative, involving multiple rounds of examination to ensure comprehensive understanding. The findings were interpreted through existing literature on advertising discourse, critical discourse analysis, and technology marketing, revealing how Samsung's mobile phone advertisements contributed to and reflected societal norms and aspirations regarding technology consumption and lifestyle.

## FINDINGS

There are 4 Samsung Ads which were analyzed in this study. There were 2 videos ads from YouTube and 2 pictures ads from the web. The data were analyzed using the social semiotics theory and Fairclough 3D frameworks.

## Data 1

### *Analysis using Social Semiotics theory*

The content in the first video was taken from YouTube is a video titled “2023 Galaxy A: Official Film” by Samsung. The video showcases the features and design of the upcoming Galaxy A smartphone model. It highlights the phone slim design, the long-lasting battery life, and the sophisticated camera capabilities. Moreover, the video also aims at promoting the new smart phone model to the customers. Related to social semiotics theory by Kress (2011); Kress & Van Leeuwen (2020) which include visual modality, colors meaning, images composition, and facial expression, the promotional video can be analyzed as follow:

- The video visual modality is focusing to the features and exclusive qualities of the Samsung Galaxy A smartphone. In the video, an office worker model is acting to use this Galaxy phone in a variety of ways, including for taking pictures, taking videos, and using some sophisticated apps. The activities showed by the model in this video attracts viewers’ interest on the visual used on this advertising video. Furthermore, this video also shows everyday activities by highlighting the complexity of the cellphone, which indirectly and instantly attracts viewers to join on the actions performed by the model. Therefore, even though the audience is thoughtful with their work, it can be claimed that the visual modality employed in this movie takes the viewers’ curiosity about living a better quality of life in this age of modern technology.
- The meaning of the colors in this video mostly emphasizes brightness and enthusiasm, what is intended in this case is to convey the impression of energy and excitement. The colors used in the video are mostly blue, green, and pink, which are often associated with technology and innovation. Through this combination of colors, the Samsung company wants to give the impression to the viewers that they can participate in the rapid technological developments like today. The color variations of this video also give the impression that the Samsung Galaxy A can be a partner in social, personal and work life for the viewers of this video. The colors used in this video also convey the impression that if we want to have a vibrant and happy life, this sophisticated smartphone product is solution.
- The composition of the images in this video was carefully created to showcase the features and capabilities of this smartphone. Camera angles and shots are designed to highlight the phone’s sleek design and user-friendly interface. Due to its composition which emphasizes the shape of a cellphone that is easy to store and carry with a wide screen but is comfortable with the slimness of this cellphone as well as a form and use that is easy and user friendly, Samsung Galaxy A is able to have a great social impact on its viewers. This can be seen from the angle and position of the shooting which really inspires the viewers to participate in the process of activities carried out by the model in this video. This shows that the composition of the images

in this video is able to provide an explanation with excellent code and image position, which will be able to give the audience the impression that the digital world is within our hand.

- The model in this video has a gaze that shows that he is someone who is confident and attractive, what is meant here is to attract the attention of the audience to focus on the cellphone and its features. The model's facial expressions are also carefully crafted to convey a sense of excitement and enthusiasm for the phone. The facial expressions used by this model have a social impact in terms of increased self-confidence by using this smartphone. The enthusiastic expression shown by the model gives a strong impression to the audience that they can enjoy life and have fun by carrying out hobbies and other refreshing activities with the help of this smartphone. This indirectly shows that the model's expression in this video is a dream for people who want an ideal virtual and real quality of life with the help of this smartphone. So, it can be seen that with just the help of a model with a gaze setting and facial expression like that, it can provide power that has a big impact on people's social life. The expression used is like someone who is leading with the use of very interesting language so that the audience is inspired to follow what is implied in this promotional video.

Overall, the visual modality, color meaning, image composition, as well as the gaze and facial expressions of the model in this video are all designed to show the Samsung Galaxy A cellphone in the best condition so that it can have a big social impact on changing the attitude of the audience so that they can start working side by side to achieve quality, which is better with this Samsung Galaxy A smartphone. In other words, the video effectively combines visual elements, vibrant colors, thoughtful image composition, and expressive modeling to position the Samsung Galaxy A as a modern, versatile device. These elements create an aspirational narrative, showcasing the smartphone as a tool to enhance both personal and professional life. By appealing to viewers' emotions and practicality, the advertisement promotes the Galaxy A as a lifestyle companion, inspiring a vision of a better, technology-driven future.

**Figure 1.**  
*Screen shoots of scenes in Samsung Galaxy A advertisement video*



Source: <https://youtu.be/0AiZkv8x8eA?si=s41ul2dRtU57M9DV>

### *Analysis of the Video using Fairclough 3-Dimensional Framework Textual Feature Framework*

Furthermore, in term of the analysis using the theory of Fairclough, the first component which is the textual feature in the Samsung Galaxy A ads can be seen as follow:

a) The use of pronouns:

In the video, the pronouns “I” and “my” are used by the speaker to refer to themselves, for example, “I have an awesome camera” and “my awesome camera.” The pronoun “you” is not directly used, but it can be implied as the speaker talks about how something is “for everyone.”

b) The use of imperatives:

The video does not include any specific imperatives, which are commands or requests. It primarily focuses on showcasing the speaker’s camera and does not provide instructions or suggestions to the audience.

c) The use of specific vocabulary:

The speaker uses simple and straightforward vocabulary in this video. The word “awesome” is frequently used to describe their camera. There is not much specific or technical vocabulary used in the video.

d) The use of scientific words:

There are no scientific words or technical jargon used in the video. The content is more focused on expressing enthusiasm for the camera, rather than providing scientific or technical information.

### ***Discursive Features Framework***

Next the analysis of the second model from Fairclough which is the discursive features can be explain as follow:

As we know, discourse analysis is a method of studying language use in social contexts. This includes the examination of how texts are produced, distributed, and consumed. In the case of Samsung Galaxy video, it can be seen that text (i.e. video) is produced by Samsung, and distributed through their official YouTube channel. The video meant to be watched by their potential buyers. So it can be stated that the role of text which is the video in this context, is solely created and distributed by Samsung itself which has the purpose to persuade people who are willing to buy the product of Samsung. So, the video here has a power to impact the people to buy the product that is promoted. It is like the video is a salesman who is using a good persuasive language to make the people buy the products.

In terms of discourse strategy, the video uses some interesting techniques to attract consumers and uses power in delivery the content. This means that the video shows some features and the smartphone capabilities by designing interesting contents that can attract the potential customers. The use of bright colors as well as astonishing visuals and music, meant to create a sense of happiness and enthusiasm to the smartphone. The setting of discourse strategy here focusing on the use of great visuals and instruments like music to replace the texts which are commonly used as the media to explain and describe the product to persuade the potential customers.

Besides, the video uses a persuasive and rhetoric language to convince the customers that Galaxy A is the best choice to help them on their daily basis and needs. This can be seen from the video that emphasizes the friendly user interface, long-lasting battery life, and high-resolution camera. These all are the great features that can highly attract the potential buyers. In other words, the video uses some language expressions that have great power to influence the people's social life.

In summary, the discursive elements of the Samsung Galaxy video are skillfully designed to draw in customers and establish authority in the global market, eventually convincing viewers to modify their way of life in favor of Samsung's smartphone. Samsung is able to present the Galaxy A as a desired, high-quality product that is worthwhile to purchase by employing persuasive language, eye-catching imagery, and other strategies.

### ***Social-Cultural Practice Framework***

According to the advertisement video of Samsung Galaxy A, social-cultural practices in the video can be observed from the way the interaction happened by using the high-resolution camera and the way the model expresses herself. The model behavior, included the eye contact, facial expressions, and her movements, reflect some common cultural practices that

can be observed in the modern society nowadays. Specifically, the model maintains her strong eye contact with the camera that creates general nonverbal communication. This nonverbal communication later associates to the engagement and relationship toward the viewers.

Through consistent eye contact and the expression of excitement, playfulness, and satisfaction through his facial expressions, the model in this video provides an enjoyable and good experience for the viewers. This approach is in line with modern societal standards that place a high value on self-expression, connection, and honesty. These sociocultural activities also demonstrate the increasing impact of digital content and social media on our daily life. The video is created and will subsequently be viewed and shared on websites like YouTube, which are frequently utilized by people in today's culture to express themselves, look for enjoyment, and make social bonds. In this film, the model's actions mirror the customs and standards of the digital world, where video producers frequently communicate with their audience directly via the camera. In short, the sociocultural practices in the video are characterized by interesting model behavior, including strong eye contact, expressive facial expressions, and movements that attract the viewer's attention. These practices reflect contemporary social norms and the influence of digital platforms on personal expression and connection. This also serves as an image for the audience to imitate the lifestyle reflected in this promotional video. Moreover, the language and visual content in this video has the power to influence the audience to follow what is suggested in it.

## Data 2

### *Analysis using Social Semiotics theory*

In the video, the model shows a smartphone named Galaxy Z Flip from Samsung product. Visual modality from the video specifically focuses on the phone itself and the features. The video uses combination of some close-up and wider zooming style shots to show the design and the phone functions. Besides, the video is also vibrant and dynamic. These can be seen from the elements like various colors used, great composition, as well as the stunning gaze and expressions from the models to create visual experiences that can be impactful to the viewers. In short, through the visual modality used in this video, Samsung wants to give great social effect, especially by moving to the next level of life by associated with this new type of Samsung product named Galaxy Z flip.

The color variants used in this video are mostly black and purple which represent the smartphone colors showcased. The black color commonly associated with sophistication and elegance, while purple represents the creativity and innovation. Besides, the colors meaning in the video are very important in delivering the emotions and attracting attention. These colors are also associated with energy, happiness, and youthfulness, which in line with the theme of the whole video content.

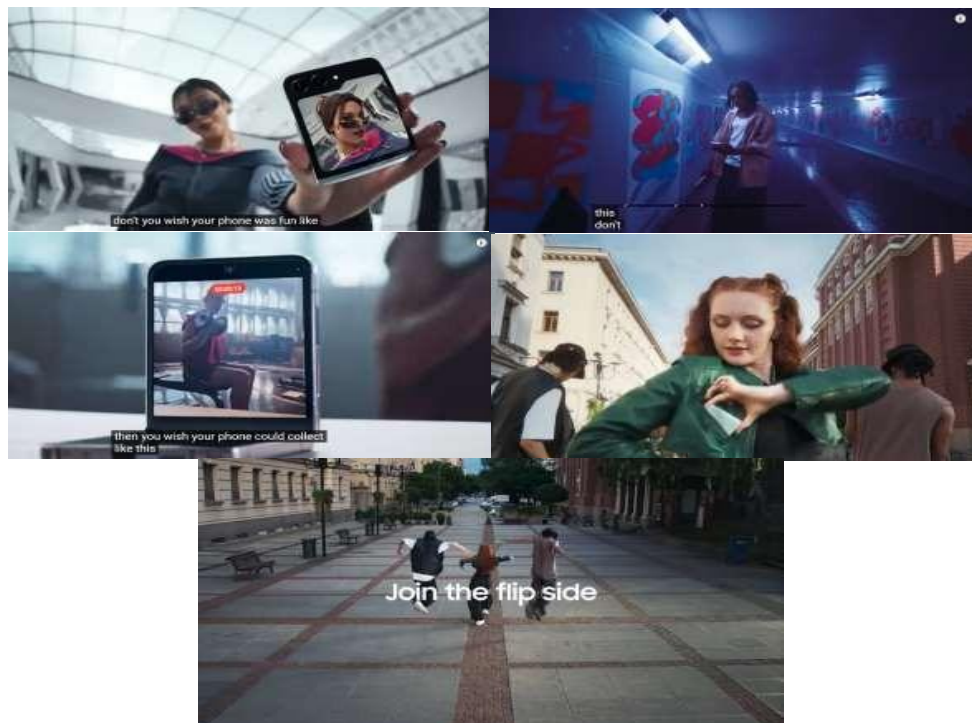
The composition of images in the video are carefully created to show the designs and features of the smartphone. The video uses the combination of close-up shots and wider zooming style shots to show the flip mechanism and various features owned by the phone. Moreover, the images compositions are carefully created to attract the viewers and create an

interesting narration through great visuals the video has. Furthermore, this video shows some scenes which are transitioned rapidly and using some dynamic movements that transfer perfectly the viewers focus from one image or scene to the others. This technique helps maintain engagement and makes the video visually interesting.

The model in the video has a confident and engaging gaze, which helps to draw the viewer's attention to the phone being showcased. The model's facial expressions are also carefully crafted to convey a sense of excitement and enthusiasm about the phone's features. The first model is a woman who showed her enjoyment in taking selfie and close up photo using the phone, she looks happy and showed to the audience that the phone gives the satisfaction and enjoyment. Moreover, the second model is the man who is making graffiti on the wall of the train railway while taking a picture of the art he has made on the wall. He shows his excitement by showing the clarity of the picture that he takes even though it is taken in the dark. The third model who is doing gym also shows his affection by recording himself doing his activity using the phone. The last model is a woman who is dancing on the street. She shows her enjoyment and excitement in holding and putting the folding phone in her pocket while she is dancing with her friends. Overall, the video is designed to showcase the phone in a visually appealing and engaging way.

**Figure 2.**

*Screen shoots of scenes in Samsung Galaxy Z flip advertisement video*



Source: <https://youtu.be/MeuycYr8qEo?si=X8QhJS9jZOB6O6Y0>

### *Analysis using Fairclough 3-Dimensional Framework Textual Feature Framework*

Furthermore, in term of the analysis using the theory of Fairclough, the first component which is the textual feature in the Samsung Galaxy A ads can be seen as follow:

- a) The use of Pronouns: Pronouns are used to refer to people or things without specifying them directly. In the given text, pronouns are not extensively used. However, the pronoun “you” is used to engage the readers or viewers and create the connection. There are some language expressions used in the video that can be examples of creating the connection and the use of the pronoun “you”. The first language expression is “don’t you wish your phone was fun like this”, and another language expression like “then you wish your phone could collect like this”. These two examples of language expressions used by the models are willing to create the connection and giving the influence to the viewers that if they want to be stylish or having a life quality like the models, they need to change their phones to the new product of Samsung.
- b) The use of Imperatives: Imperatives are used to give orders or instructions. The imperatives used in the video are aimed at creating the feeling of desire and longing, as well as to explain the benefits of the product. The examples of the use of imperatives in the video are “Don’t you wish your phone was fun like this?”, then “Don’t you wish your phone look more like this?”, and “Then you wish your phone could collect like this”. These imperatives used in the expressions by the model show the power of the advertisement which can influence almost all the viewers across the world.
- c) The use of specific vocabularies: the texts used in the video consist of some specific vocabularies which are relevant with the video. Those words are “phone”, “fun”, and “collect”. These words are intentionally chosen to deliver the main message of the video and to build connection with the potential audiences or buyers.
- d) Scientific words: the texts in the video do not consist of some scientific words. The reason is because the video uses more communicative and relevant style in delivering the messages which can attract the viewers or buyers rather than giving technical information using scientific words or vocabularies. In short, the advertisement video does not focus on the use of some scientific words, rather than that, the ads video is more focus on how to build a good connection with the audiences.

The content of the texts in the video combines the use of pronoun, imperatives, specific vocabularies and effective conversation tones to engage with the audiences, deliver the messages effectively, and create a sense of desire and longing to the product which is being promoted.

### *Discursive Features Framework*

Furthermore, the second model analysis by Fairclough covers discursive features that is included the explanation about a) discourse analysis which looks at how the texts are produced, distributed and consumed, and b) discourse strategy which attracts the consumers and shows the power of the ads to the viewers unintentionally. The analysis can

be explained as follow:

- a) Discourse analysis looks at how texts are produced, distributed, and consumed. This aspect examines the social and cultural context where the texts are created and used to deliver the meaning and influence the society. In this video, the texts are produced as marketing content to promote a product or service. The texts are distributed through the media named YouTube platform where the content of the video can be viewed by people all over the globe.
- b) Discourse strategy used in the video to attract the consumers and to show or exert power. This video uses various techniques to engage the viewers and create a sense of desire and longing to the product. This strategy covers the use of important vocabularies, such as “don’t you wish...”, that attracts the viewers’ attention and evoke their desire to have the product being promoted. Some sentences repetition like “don’t you wish your phone...” and “then you wish your phone...” also strengthen that sense of desire which is planted to the viewers’ mind.

The video also uses the discourse strategy of relatability. By using pronoun “you” in almost all texts, the video wants to create the sense of personal relationship and engage with the viewers directly. This strategy is aimed at making the viewers feel that the product is designed specifically for them and are able to fulfill their desires and needs.

Moreover, the video employs a discourse strategy of comparison. this strategy is used to distinct and contrast condition of audiences or viewers’ phones with the phone being promoted. The strategy also emphasizes the condition of the audiences’ phones which are in the boring and uninteresting term, while it is in contrast with what the video shows to the viewers where the phone being described as fun and exciting. This strategy is aimed at creating a difference between the audiences’ present condition and the expected condition, so that in effective way this strategy can persuade them to buy the product to fill the gap.

In terms of showing the power of the video, it positions the product as the solution of what the audiences desire and expect. By showing the product as a superior and desired product, this situation emphasizes the power and influences toward the audiences’ perception and decision-making process. The use of imperatives and the creation of product longing are some interesting techniques which aimed at exerting the power and persuading the audiences to take action.

In short, the discourse strategy used in the video is aimed at attracting the consumers by baiting their desire, creating a sense of connection, and showing the power through persuasion and influence. This strategy is designed to engage with the audiences and unintentionally force them to consider the product or service being promoted.

### ***Social-Cultural Practice Framework***

In this video, the social cultural practices can be seen from several points. The first one is how the video uses the desire and the happiness toward new things by showing a smartphone as a desirable, fun, and exciting product. This is in line with the cultural practices in seeking entertainment and enjoyment in everyday life. In short, it can be stated

that the video shows the way of enjoying the life through technology.

Secondly, the video describes a desired phone situation as a trend and style of modern people nowadays. This reflects a cultural value that is placed on the appearance and social status. By showing the product as fashionable and desirable, the video attracts the viewers' aspirations to get social recognition and acceptance.

Thirdly, the video uses a social cultural practical distinction. This aspect differentiates the audiences' present phone with the situation that they desire which is reflected by the phone in the video, so that it can create a sense of dissatisfaction toward their present phone and they get desire to get the higher product like being promoted in the video. This situation reflects social practical that shows people who seek for improvements and believe that newer and better products can improve someone's social life.

Furthermore, the use of imperative words and some phrases repetition like "don't you wish" and "then you wish" emerge the sense of longing and desire. This thing taps into the social-cultural practices of consumerism, where someone's desire toward certain product and new experience triggered through great marketing tactics. Overall, the video's social-cultural practice revolves around appealing to the desires, preferences, and values of the target audience within a particular cultural context. Through its discourse strategies, the video aims to influence consumer behavior and drive the adoption of the promoted product or service.

Based on the 2 videos ads from Samsung product above, we can know that the Samsung ads use words and images to get viewers to buy their phones. They make you wish you had their newest, most exciting phone models. The ads call the phones "awesome" and talk about how much "fun" they are. This makes normal life without the phone seem boring. Words like "you" and "your" also make you feel like you need to have the phone personally. The ads don't just show the phones, they tell you directly to want them more and more.

The way the ads are made also projects power over the viewer. The colors, music, and happy models draw you into a perfect world where everyone loves their Samsung. The models look right at you and tell you not to settle for your old phone. The ads only show good things about Samsung phones, ignoring real problems people face daily. They try to make you think phones can fix your life's problems so you buy more. But life is complex, and new phones distract from making real change. The ads take advantage of people's wishes through slick, excited messages. A critical thinking process can help people to notice how ads promote false promises.

## DISCUSSION

The analysis of Samsung mobile phone advertisements reveals a complex interplay between technology, identity, and societal aspirations. The findings demonstrate how these advertisements construct an idealized lifestyle centered around constant mobile technology consumption, echoing the observations of Suphaborwornrat and Punksirikul (2022) in their analysis of soft drink advertisements. Both studies highlight how advertisements

create a narrative that ties product consumption to personal fulfillment and social status.

The linguistic and visual strategies employed in the Samsung advertisements align with the multimodal discourse analysis findings of Hu and Luo (2016) and Kuswandini (2018). These studies collectively emphasize the importance of considering both textual and visual elements in understanding how advertisements construct meaning. In the case of Samsung, the integration of text and image creates a powerful narrative of technological empowerment and lifestyle enhancement.

However, this narrative also reveals underlying power structures and ideologies. As Dover (2021) observed in his analysis of vintage airline advertisements, modern tech ads similarly reinforce certain societal norms and expectations. In Samsung's case, the ads promote a vision of success and social connection that is intrinsically linked to the latest mobile technology. This aligns with Al Falaq and Puspita's (2021) findings on how advertisements can reinforce cultural expectations and ideals.

The discursive practices revealed in the Samsung advertisements also reflect broader societal trends. The emphasis on constant connectivity and technological integration mirrors the findings of Kusumaningsih et al. (2023) in their analysis of social media advertising. Both studies highlight how digital platforms have become central to modern identity construction and social interaction.

Interestingly, the gender representations in the Samsung ads differ from those found in studies focusing on beauty and body image advertisements (Lestari & Paramita, 2022; Islam, 2022). While these studies found persistent gender stereotypes and unrealistic body ideals, the Samsung ads present a more gender-neutral narrative focused on technological prowess. This suggests that tech advertising may be moving away from traditional gender roles, although further research would be needed to confirm this trend.

The social practice analysis reveals how Samsung's advertisements both reflect and shape societal values around technology. The ads create a narrative of technological determinism, where social and professional success is contingent on adopting the latest mobile technology. This mirrors the findings of Suphaborwornrat and Punkasirikul (2022), who noted how soft drink ads tied product consumption to cultural values and social belonging.

From a methodological perspective, this study demonstrates the effectiveness of combining Fairclough's CDA framework with social semiotic theory. This approach, also utilized by Hu and Luo (2016), provides a comprehensive tool for unpacking the complex layers of meaning in modern advertisements. It allows for a nuanced understanding of how ads operate on textual, discursive, and social levels simultaneously.

The findings of this study have significant implications for understanding the role of technology advertising in shaping societal norms and individual aspirations. They suggest that while such ads promote technological progress, they may also create unrealistic expectations and perpetuate a cycle of constant consumption. This raises important questions about the ethical responsibilities of tech companies in their marketing practices.

To end this, the analysis of Samsung mobile phone advertisements reveals the sophisticated strategies used to create desirable technological identities and lifestyles. It

highlights the need for critical media literacy to navigate the complex messages embedded in modern advertising. Future research could explore how consumers interpret and respond to these advertisements, and whether the narratives presented align with real-world experiences of technology use.

## CONCLUSION

This critical discourse analysis of current Samsung mobile phone advertisements shows how language and design tactics support identities and lifestyles that are both aspirational and constrained. The animated graphics and stories present mobile technology use as a necessary component of a fulfilling life. This discussion, however, ignores the ways in which these presumptions support corporate interests over those of customers. The allure of mobility and connectivity preys on weaknesses in a social structure that is becoming more and more isolated. The advertisements exert their influence by confronting perceived gaps in people's lives and then presenting new Samsung items as the answer. "You" and "your" provide audiences a goal-oriented sense of who they are as knowledgeable users of cutting-edge technology. Demands such as "don't you wish" imply authoritative necessity and urge the audience to imagine better lives through improvements.

Moreover, forceful rhetorical devices such as vivid imagery, self-assured models, and imperatives frame gradual consuming as a means of achieving self-actualization. The polished speech steers desire away from significant societal transformation and toward insignificant upgrades. This study shows how CDA reveals the ideological underpinnings of mobile marketing by exposing the ways in which discourse uses techniques of difference and desire to replicate agendas and inequalities. These findings can be expanded upon in future studies including various branded material and locations. Overall, CDA shows how systemic inequalities continue while progress is paradoxically defined through advertisements as continual upgrades. It clarifies the nuanced ways in which advertising language is used to exercise rhetorical and ideological force.

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## CONFLICT OF INTEREST

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Research Article

# Student's Perception Towards the Implementation of Moodle-Based E-Learning Platform in ELT: A Rasch Model Measurement

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## ABSTRACT

The provision of high-end technology have brought a significant impact on the world of education. Teacher and student are expected to collaborate effectively in learning process using technology. This paper reveals the investigation on student's perception towards the implementation of Moodle-based e-learning in ELT as well as some problems encountered by the users (learners) in utilizing the platform. A mix method approach was employed using online survey and interview. Three classes consisting 62 students who had experienced a moodle-based e-learning were consented and agreed to participate in the study. The data obtained from the online survey was analyzed using a RASCH measurement analysis with IRT (Item Response Theory) approach. The result shows a positive trend on student's perceived usefulness (PU), ease of use (EoU), behavioral intention (BoI) towards the implementation of the platform. This article also provides several suggestions for further research and development within the area of moodle-based e-learning platform.

**Keywords:** Moodle-based e-learning, ELT, RASCH, perceived usefulness, ease of use, and behavioral intention

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## INTRODUCTION

The issue of technology utilization in education, particularly in English Language Teaching (ELT) has become a trending topic in recent years (e.g., Bradley, 2013; Chapelle, 2003; Dudeney & Hockly, 2007; Jarvis, 2005; Kirkwood & Price, 2013; Lind & Jennewine, 2009; Young, 2004). Teachers are expected to be able to demonstrate their ability in integrating and incorporating technology within and outside the classroom. An instant access to technology (internet, laptops, and smartphones) has created an ample opportunity for teachers to incorporate, integrate, and utilize them in teaching and learning context. Dealing with technology calls for an assiduity in learning new skills and quick individual acceptance to it. The rapid changing and development of new technology in education have become a daunting task for both teacher and student who have a low technology acceptance rate. They will need more time to study, comprehend, and utilize the new features and system built up in the new technology. In the last few years, the uptake of learning management system (LMS) into the world of online teaching and learning has promoted the student's motivation, learning participation, and self-directed learning (SDL) (Amandu et al., 2013; Musdariah et al., 2021).

A recent study in the area of moodle-based e-learning reveals five factors generating the acceptance of moodle as an e-learning platform; 1) community influence, 2) satisfaction, 3) service quality, 4) learnability, 5) and technical quality (Baytiyeh, 2013). To promote the student's motivation, participation, and SDL, the platform should meet the learner's expectation and satisfaction. In a higher education context, LMS moodle has been experienced successful in promoting the student's interest, motivation, and SDL although some limitations and gaps in its implementation were also identified (Barge & Londhe, 2014; Boehning, 2008; Pektaş & Demirkan, 2011; Pieri, 2014; Siirak, 2011).

*"Students find Moodle-based e-learning effective, with future improvements needed in design and performance."*

This study aims at investigating the student perception towards the implementation of moodle-based e-learning. The investigation focuses on three main areas: 1) perceived usefulness, 2) ease of use, and 3) behavioral intention. The result of the inquiry will be of much benefit to the further development of the e-learning platform for ELT. This e-learning was designed for use in ELT as a Virtual Learning Environment (VLE). "The activities in VLE included synchronous and asynchronous interaction between students within the class" (Evans, 2009). With this platform, students can perform online learning activities such as the ease of access to digital contents and other VLE activities. Dealing with e-learning within the complexity of technology requires e-learning administrator, teacher, and student to possess technological literacy in processing digital data. Incorporating e-learning in education is limited to those who have low technological competencies in which the platform does not provide an instant use and teaching content built in it. The teacher and administrator have to collaborate in providing digital content to fit the platform. The in-service administrator should be able to manage the platform to provide an excellent service to multiple users that come with different needs and expectations. On the other hand,

teachers as users and content developers will need to have enough understanding of the platform features, plug-in, and application associated with moodle. Uploading and managing the basic content responsibly relies on teacher's skills and creativity. Beyond these skills, methodologically, teachers will need to have more experience and framework on how to perform an online language teaching skill (Compton, 2009). A universal instructional design principles for moodle use in online teaching has been exposed (Elias, 2010). A moodling professional training that worked has also been introduced (Hemphill & McCaw, 2009).

This research is one of the series of a long-term study and development in incorporating Moodle as an e-learning platform into ELT practices. The result of this research will contribute to the further studies in this area. The area of further investigation will fall within the e-learning practices, best application and plug-in associated with Moodle, and intensive training for inexperienced teachers. To this point, training for new instructors and students in the area of Moodle instructional design and online course is necessary since moodle has greatly contributed to the largely fruitful and motivating learning experience of learners (Holton, 2010).

This study explores the effectiveness of a moodle-based e-learning platform implemented for fifth-semester students in an English course. The research focuses on understanding students' perceptions of the platform, particularly in terms of its usefulness, ease of use, and behavioral intention to continue using it. The following questions guided this study:

- RQ1: How do students perceive the usefulness of the moodle-based e-learning platform in supporting their learning process?
- RQ2: How easy do students find the moodle-based platform to navigate and utilize for their learning activities?
- RQ3: What is the students' intention to continue using the e-learning platform in the future?
- RQ4: What challenges do students encounter while using the platform?

## LITERATURE REVIEW

### ELT, Student's Cognition, and the Use of Technology (Moodle)

There have been many studies on the use of technology in education particularly in English Language Teaching (ELT) environment, but little attention to the student's cognition on how technology brings of much benefit and contribution to learners' knowledge acquisition. The integration of technology in ELT should also consider the student' cognition as a determinant factor in the process of shaping knowledge. The teacher pedagogical content knowledge (TPACK) has also been outlined in many publications emphasizing its importance in shaping a technological-based teaching and learning(Harris & Hofer, 2011; Mishra & Koehler, 2006, 2008; Niess, 2011). Teachers should have a good understanding of what they are going to teach and share with students and also able to select technological tools that can effectively be used to deliver the content materials(Barge, 2012). The massive

use of technology in education nowadays has attracted CALL researchers to do more investigation in this area. Regarding students' cognition and knowledge acquisition, Stozhko et.al (2015) reported that there were a significant increase and improvement of student's cognitive level after being engaged with technology.

Applying an online learning platform within the ELT context is not as easy as a teacher could imagine and think it over although the handbook and other instructional design for Moodle are now available online. The use of moodle in language teaching simply needs guidance and direction on how teachers can organize their materials and resources within the platform. The application of moodle on an EFL collegiate writing environment remains several technical difficulties and pedagogical challenges (Wu, 2008). The practical guideline for moodle use in English language teaching focusing on listening has also been published (Stanford, 2009). The EFL teachers should have a good understanding of exploring moodle and knowing how to use best the platform in ELT environment. A technology-based skillset should be possessed by an EFL teacher to be able to incorporate digital literacy into the English teaching and learning context. With a real digital literacy, an EFL teacher will find it easier to select the appropriate technological tools for teaching a specific subject and/or topic of discussion. Several examples of activities relating to digital literacy have been comprehensively outlined (Dudeney et al., 2014).

### **E-Learning in Vocational Higher Education**

Incorporating new technology into education particularly in ELT is partly necessary to face this globalization era. The availability of web-based learning platform systems such as moodle and other platforms has brought a significant impact the way people teach, disseminate, participate, and engage in learning. The online learning interaction is now taken into account with a broader changes and accessibility to the learning contents and materials. The e-learning is not to be contested with the existing methodology applied in most schools or higher education, and/or a changing pedagogy from where learning is naturally originated, but it is to diversify learning methodology in integrated media and to make the profession of teaching a lot easier. The pedagogical models for e-learning have been introduced emphasizing the transformative interaction between the models, instructional strategies, and learning technologies (Dabbagh, 2005).

In higher education, from a scientific teaching context and perspective, a shift to technology-enhanced language teaching and learning should be more developed and intensified. From the traditional teaching perspective, the teacher-student interaction therein is limited to classroom-based learning where all learning activities are associated with print-based literacy. This learning situation still exists in most classrooms within the VHE. The print-based literacy is not considered as an ineffective way, but more likely an efficiency in learning. An e-learning containing a digital contents and materials allows teacher and student to shift from traditional literacy to digital literacy. The use of literacy in an online learning should consider several principles in which the literacy may vary within the CALL context and cultures (Egbert et al., 2012). A paperback version of books and resources can now be read in digital or Kindle version that promotes a paperless literature. The students can read the materials in a digital version through their digital devices such as smartphones,

iPads, and tablets. Despite reading digital contents, an interactive and dynamic learning can also be formed through moodle in which the platform allows learners to submit files online using the feature built in it. This initial research will bring many contributions to EFL learning in VHE (Polytechnic) on how the moodle-based e-learning is perceived regarding the usefulness, ease of use, and behavioral intention.

### Previous relevant studies

A great dubiety on Moodle to be considered as a formal learning management system (LMS) for use in higher education had been further investigated. The investigation was to compare two learning management systems; moodle and blackboard. The result of this survey revealed that moodle appeared worthy of being an alternative learning system (Bremer & Bryant, 2005). Following this study, high penetration to moodle has increased within the last ten years. Regarding the learnability of this platform, some investigation were conducted within this area particularly the users' acceptance and use of moodle (Baytiyeh, 2013; Chou, 2014; Hsu, 2012; Mahdi, 2014; Sanchez-Santamaria et al., 2012). Baytiyeh (2013) focused the investigation on 189 professors and 1.867 students through an online survey. This study reported that community influence is highly rated by the participants among five generating factors investigated.

Building a virtual learning environment (VLE) and preparing teachers to teach language online (skills, roles, and responsibilities) should base on a framework as well as the training programs related to it (Compton, 2009). However, a further investigation should fall into the area of teacher's readiness to utilize the platform. The teacher has a crucial role in incorporating and integrating technology into teaching and learning environment. They have to be equipped with technological skills and competencies to work on such e-learning. Ideally, before being engaged in e-learning, both teacher and administrator should have technological competencies to support their jobs.

..." the skills consist of four generic domains computer-related skills; (1) Basic Technology Operation, (2) Personal and Professional Use of Technology Tools, (3) Social, Ethical, and Human Issues, and (4) Application of Technology in Instruction" (Cohen & Monahan, 1998 p.1)

Technology as an interactive medium in manipulating digital information has pervaded all aspects of life and almost every field of human endeavor (TTCC, 1998). Incorporating technology is not merely about the computer-related skills, but also a healthy and positive attitude towards technology should be taken into account. A study conducted in Nigeria within the area of ICT use in education revealed that both teacher and student showed a positive attitude towards technology (M. O. Yusuf & Balogun, 2011).

## METHOD

### Research Design

This study employed a mixed-method approach that combine survey and interview as data collection tools (Brannen, 2005; Creswell, 2014; Creswell & Clark, 2018). A moodle-based e-learning platform was utilized during the semester intake 2023/2024. Sixty-two students from three different classes were enrolled in the e-learning. The students were in level three (semester 5) who enrolled the English subject. The participating students engaged enthusiastically in e-learning platform during the semester. The selection of participants was based on the level of study considering the semester five students have completed computer-related subject as well as the web building course (see the previous relevant studies). However, as it was a new learning platform for students, they were equipped with a practical guide on how they should deal with it. Despite using the practical guide, they are also provided some tutorial videos embedded into the platform as well as the external links navigating to several online sources. The teacher-student interaction shifted from offline learning system to an online learning system. It is also important to put an emphasis and limitation to this e-learning implementation that the platform is more likely a tool and/or a medium for facilitating and assisting learning. The use of this e-learning was limited to the types of interactions and activities in which the platform provided an access to digital contents and materials as well as the submission task features built in it.

### Participants

The study involved 62 fifth-semester students from three classes: Class A (N=20 students), Class B (N=21), and Class C (N=21), all enrolled in the English subject. They were trained and prepared to use the moodle-based e-learning platform. To support their engagement, practical guides, tutorial videos, and external resource links were provided. The platform served as a tool to facilitate access to digital content, materials, and task submissions, enhancing teacher-student interaction in an online learning environment.

Table 1.  
*Characteristics of participants*

| Class   | Level            | Semester   | Subject enrolled | Number of students | Additional Notes          |
|---------|------------------|------------|------------------|--------------------|---------------------------|
| Class A | Pre-intermediate | Semester 5 | English          | 20                 | Completed moodle training |
| Class B | Pre-intermediate | Semester 5 | English          | 21                 | Completed moodle training |
| Class C | Pre-intermediate | Semester 5 | English          | 21                 | Completed moodle training |
| Total   |                  |            |                  | 62                 |                           |

### Data Collection

The data collection procedure involved two methods: an online survey and open-ended interviews. At the end of the semester, all participants completed a Google Forms survey to assess their perceptions of the e-learning platform. The survey consisted of 21 questions on perceived usefulness, 14 questions on ease of use, and 6 questions on behavioral intention, all measured using a 1-5 rating scale. This survey provided quantitative data on student

experiences. In addition, open-ended interviews were conducted with 15 randomly selected participants to gather qualitative insights. Random selection ensured fairness, as all students were equally capable of providing relevant information. The interviews allowed participants to elaborate on their experiences and perspectives, complementing the survey findings for a more comprehensive understanding.

### Data Analysis

The data analysis was conducted using both quantitative and qualitative approaches. Quantitative data were collected through an online survey administered via Google Forms at the end of the semester. The survey consisted of 21 questions on perceived usefulness, 14 questions on ease of use, and 6 questions on behavioral intention, measured on a rating scale of 1-5. Since the data were ordinal in nature, arithmetic calculations were not applied. Instead, the RASCH model measurement was employed using WINSTEP software to analyze the data and obtain logit values for both participants and items. This analysis provided a clear description of student perceptions mapped onto a construct map (Bond & M. Fox, 2015; Sumintono & Widhiarso, 2013). Qualitative data were collected through open-ended interviews with 15 randomly selected participants, representing a subset of the total 62 students. Random selection was used to ensure fairness, as all participants were equally qualified to provide the required information. The qualitative data complemented the survey results by offering deeper insights into the students' experiences and perceptions of the e-learning platform. The study used thematic analysis to analyze the transcribed interview data (Braun & Clarke, 2006).

## FINDINGS

The results of data analysis provide information about the three primary domains of investigation; (1) perceived usefulness, (2) ease of use, and (3) behavioral intention. The online survey provides a raw data from sixty-two respondents recorded and exported from the directory of Google form. In the process of data analysis, an arithmetic calculation cannot be applied since the type of data (rating scale 1-5) obtained from the questionnaire is originally ordinal in nature symbolizing and representing the level of agreement. Based on the measurement principles for ordinal data analysis, the data must be converted to an equal interval value. To perform a better analysis, the data processing relied on the RASCH-based measurement software called WINSTEP®.

Unlike with classical test theory (CTT), this measurement was not only analyzing the items' reliability, but also the person (respondents) reliability. The person reliability provided information whether or not the respondents are reliable and trusted in giving responses. The respondents identified in outlier position in the construct map (see the construct maps below) are not reliable. The logit values indicate the position of respondents within the interval of person reliability. This analysis would probably bring a change to the data collection processing in which, so far in current novice research, the validity of respondent is scarcely considered.

Table 2.

*Summary statistics of person reliability (N=62)*

| No_Types<br>of<br>perception | Person<br>reliability   | Mean | S.D  | Separation<br>(person) | INFIT | OUTFIT |      |      |      |
|------------------------------|-------------------------|------|------|------------------------|-------|--------|------|------|------|
|                              |                         |      |      |                        |       | MNSQ   | ZSTD | MNSQ | ZSTD |
| 1                            | Perceived<br>usefulness | 0.83 | 1.47 | 0.91                   | 2.24  | 1.01   | -.2  | .99  | -.2  |
| 2                            | Ease of use             | 0.88 | 1.36 | 1.40                   | 2.66  | 1.00   | .0   | .97  | -.1  |
| 3                            | Behavioral<br>intention | 0.67 | 1.73 | 1.58                   | 1.73  | 1.04   | .0   | .98  | -.1  |

*\*Note: Generated from RASCH analysis*

Table 2 illustrates the summary of person reliability indicating the overall quality of participants in giving responses. The measurement of person reliability plays a critical role in determining certain participants whether or not they are consistent in giving responses. In some cases of measurement, say it the classical testing theory (CTT), the person reliability is not mainly considered and measured. There were 61 people participated in an online survey via Google forms <http://goo.gl/forms/ZqDPjOaqjB>. Both *PU* and *EoU*, the person reliability ( $>0.81$ ) indicates a positive trend on respondent consistency in giving responses meaning the participants are mostly reliable while behavioral intention shows 0.67 meaning the participants are fairly reliable ( $\geq 0.67$ ). Overall, it can be seen that the average scores of participants' logits are 1.47 (*PU*), 1.36 (*EoU*), and 1.73 (*BoI*) meaning that they, in general, have a strong perception of the implementation of the moodle-based e-learning platform ( $>0.0$  logits). The person separation values indicate the groups of respondents' perception in which the level of perception is identifiable and predictable. The values of person separation are shown higher than the mean score of logit meaning the participants have the high and strong perception (*PU*: 2.34, *EoU*: 2.66, and *BoI*: 1.73). To also measure the number of perception group (layers), the calculation can be done more detail as follows:

$$\text{Perceived usefulness (PU)} H = \frac{[(4 \times 2.4) + 1]}{3} = 3.53$$

$$\text{Ease of Use (EoU)} H = \frac{[(4 \times 2.66) + 1]}{3} = 3.88$$

$$\text{Behavioral Intention } H = \frac{[(4 \times 1.73) + 1]}{3} = 2.64$$

There are four groups (layers) of respondents' perception in *PU* and *EoU* (*very strong*, *strong*, *weak*, and *very weak*), and three groups in *BoI* (*very strong*, *strong*, and *weak*). The group of perception can be seen in the construct map of *PU*, *EoU*, and *BoI* (see figure 1, 2, and 3). The quality of the total respondents/participants can also be seen through the values of INFIT and OUTFIT scores. The standard value in RASCH for INFIT MNSQ and OUTFIT MNSQ is 1.0 while INFIT ZSTD and OUTFIT ZSTD is 0.0. A healthy trend is shown in the above table 1 since the values of INFIT and OUTFIT MNSQ are 1.01 (*PU*), 1.00 (*EoU*), and 1.04 (*BoI*) meaning the quality of respondents is good. The similar trend is also shown on the INFIT and OUTFIT ZSTD values.

Table 3.

*Summary statistics of item reliability (41 items)*

| No_Types<br>of<br>perception | Item reliability        | Mean | S.D | Separation<br>(item) | INFIT | OUTFIT |      |      |      |
|------------------------------|-------------------------|------|-----|----------------------|-------|--------|------|------|------|
|                              |                         |      |     |                      |       | MNSQ   | ZSTD | MNSQ | ZSTD |
| 1                            | Perceived<br>usefulness | 0.98 | .00 | 1.37                 | 6.45  | .98    | -.3  | .99  | -.2  |
| 2                            | Ease of use             | 0.98 | .00 | 1.48                 | 6.79  | .98    | -.2  | .97  | -.3  |
| 3                            | Behavioral<br>intention | 0.97 | .00 | 1.42                 | 5.50  | .96    | -.4  | .98  | .1   |

*\*Note: Generated from RASCH analysis*

Table 3 illustrates the summary of item measured (42 items) outlining the item reliability, mean, standard deviation, separation, and INFIT/OUTFIT values. Regarding the item measurement, it is important to investigate whether or not the items are reliable and measurable. The item reliability of the three domains of perception measurement remains excellent, reliable, and a good quality of elements since the values of *PU*, *EoU*, and *BoI* meet the highest standard value of reliability measurement ( $>0.94$ ). It can be concluded that the items are measurable since the mean score of Item Logit shows 0.0 (as required in Rasch) of all three domains. The higher the item separation value, the higher the quality of the question. The separation values can also be calculated as follows:

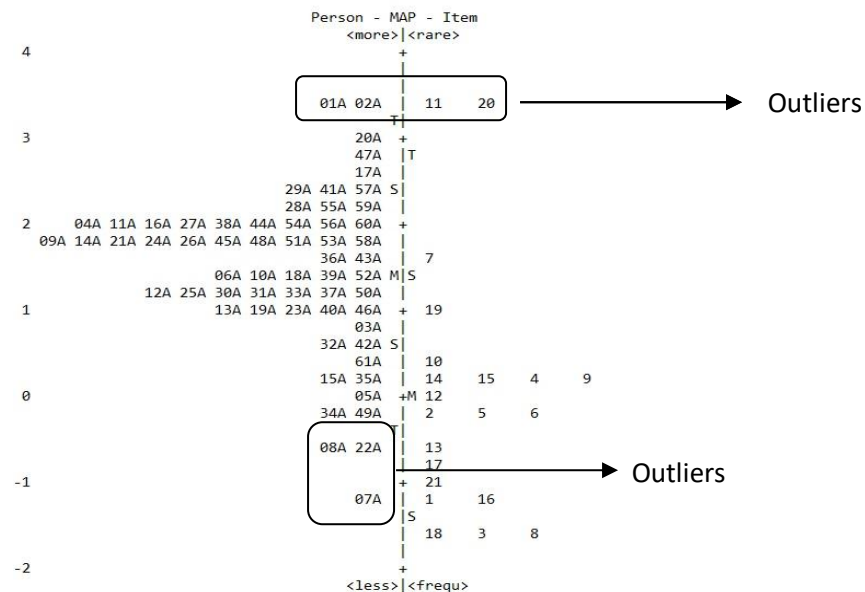
$$\text{Perceived usefulness (PU)} H = \frac{[(4 \times 6.45) + 1]}{3} = 8.93$$

$$\text{Ease of Use (EoU)} H = \frac{[(4 \times 6.79) + 1]}{3} = 9.38$$

$$\text{Behavioral Intention } H = \frac{[(4 \times 5.50) + 1]}{3} = 7.66$$

The separation values resulted from the above calculation show that *PU* (8.93), *EoU* (9.38), and *BoI* (7.66) indicating a good quality of items. Another two important properties in Rasch measurement is INFIT and OUTFIT values. The overall quality of questions based on Table 2 above remains good. For the detail of item quality measurement can also be seen through the result of unidimensionality analysis with a standardized residual variance. The unidimensionality analysis evaluates whether the items collectively measure a single underlying construct, ensuring the validity of the instrument. According to the standardized residual variance results, the explained variance by the measures exceeds the recommended threshold, indicating that the items effectively capture the intended construct without significant multidimensional interference. This further confirms the robustness and reliability of the instrument used in assessing the targeted aspects of the study.

Figure 1.  
*Perceived usefulness*



The logit distribution of 61 respondents and 21 items, illustrated in Figure 1, shows both person and item logits. On the left, person logits indicate a strong perception of Moodle's usefulness, while on the right, item logits highlight two outlier items (questions 11 and 20), suggesting these were difficult for respondents to agree with. Additionally, respondents 01A and 02A are identified as outliers due to unreliable responses, with others like 08A, 22A, and 07A showing inconsistent patterns. These outliers, both person and item, are discussed further in this article (see discussion).

Figure 2.  
*Ease of use*

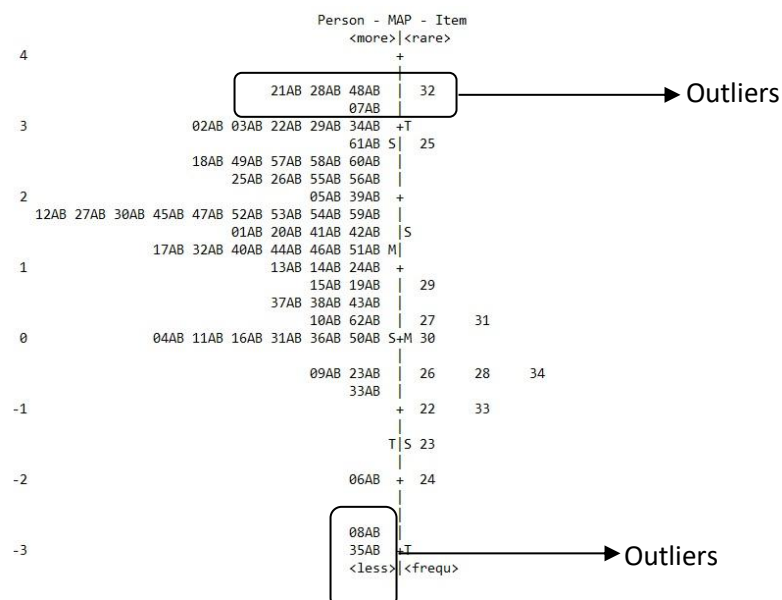


Figure 2 shows the construct map of student perceived ease of use as well as the distribution of logit values both person and item. The distribution of Logit values indicates a strong perception of participants towards the implementation of moodle-based e-learning platform. It can be seen from the map that person 21AB, 28AB, 48AB, and 07AB are outliers meaning that those participants are not reliable in giving responses on the questionnaire (more extreme person). Besides that, less extreme persons are also identified since 06AB, 08AB, and 35 AB as outliers. On the other hand, item 32 is identified as outlier meaning that the item is too difficult to be understood and agreed by the participants. The further analysis will be outlined in this article (see the discussion).

Figure3.  
*Behavioral intention*

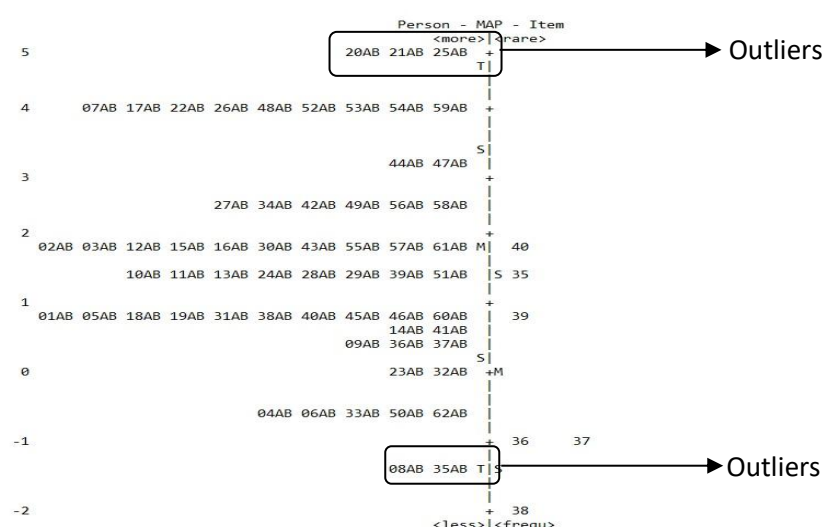


Figure 3 illustrates the behavioral intention as well as the distribution of logit values both person and item. 61 respondents participating in the survey gave responses on six items provided in the questionnaire. The result shows that the distribution of Logit values indicates a strong perception of student behavioral intention towards the implementation of moodle-based e-learning platform. Although a strong perception indicates a positive trend, three persons (20AB, 21AB, and 25AB) are identified as outliers meaning, those participants are not reliable in giving responses on the questionnaire. Item 38 is the most helpful item in which all participants agreed on this item.

## DISCUSSION

The analysis through RASCH measurement model using WINSTEP provides a vivid description of student perception towards the implementation of moodle-based e-learning platform in ELT (Bond & Fox, 2015; Mcnamara & Knoch, 2012). The distribution of logit values within the construct map has revealed some evidence of both person and item reliability. Although both person and item are measured reliable and valid, some issues should come to a discussion on how further research deals with them. This debate will

explore the outlier's logit values both person and item. Based on the RASCH measurement model, the distribution of logit values determines the level of perception of the measured person and item as well as both outliers' person and item. The outliers' position (more or less) are considered as weak person meaning the respondents are inconsistent in giving responses, and so are the items.

Research on Moodle-based e-learning platforms using the RASCH measurement model highlights reliability and validity while identifying areas for improvement. Mahmud and Porter (2015) analyzed probability concepts, revealing varying difficulty levels and outliers (Mahmud & Porter, 2015). Yusuf et al., (2020) demonstrated moodle's feasibility in structured physics e-learning environments. Moreover, Rahim et al., (2024) applied RASCH in adaptive testing, highlighting its role in ensuring item reliability. These studies emphasize RASCH's utility in refining moodle-based e-learning systems.

Table 4.

*Summary of both outliers' logit person and item*

| <b>Types of perception_Outliers</b><br>person (more) | Outliers<br>person (less) | Outliers items<br>(rare) | Outliers<br>items<br>(frequent) |   |
|------------------------------------------------------|---------------------------|--------------------------|---------------------------------|---|
| <b>Perceived usefulness</b>                          | 01a,02a                   | 08a, 22a, 07a            | 11, 20                          | - |
| <b>Ease of use</b>                                   | 21ab,28ab,<br>48ab,07ab   | 06ab,08ab,<br>35ab       | 32                              | - |
| <b>Behavioral Intention</b>                          | 20ab,21ab,<br>25ab        | -                        | -                               | - |

Table 4 shows the summary of both outliers' Logit person and item outlining the unreliable person (participants) and wrong items. The outliers (person) should be excluded from measurement since the persons are not reliable. Items 11, 20 (*PU*), and 32 (*EoU*) outlines the outliers in which those items are not entirely understood and comprehended by the respondent, and or the items are too difficult to be agreed. Based on RASCH measurement model, those items should be omitted, replaced, and/or modified to validate them as items that properly measure. The distribution of outliers' person across the three domains of investigation shows that 15 respondents out of 62 were unreliable in giving responses to the questionnaire. The result of measurement suggests these people not to participate in the process of future data collection. This type of measurement will have implication for research practices such as the selection of research participants, the number of representing participants, instrument validation, and the accuracy of predictable responses. Regarding moodle application based on RASCH measurement model analysis, the level of perception of each respondent is seen clearly within the construct map and their perceived usefulness, ease of use, and behavioral intention towards the items of the questionnaire. Therefore, to measure the perception, it is suggested not to rely on classical test theory (CTT) which treats the data obtained from questionnaire as an integer. The data is a symbol representing the level of agreement which cannot go further into the arithmetic calculation. The standard of

perception should be as equal interval values ranging from the lowest to highest logits. It is contradicted with the CTT perspective in which the data obtained from the Likert-based questionnaire is commonly considered as an integer and can directly go into the arithmetic calculation.

A myriad of technological tools that can be used in and out of the classroom context has opened more opportunities for EFL teachers to incorporate and integrate them into the language learning activities. Beside of the many moodle drawbacks, the platform has several advantages in language learning provide an online learning environment as well as the online materials, resources, and interaction. Sontheimer (2011) has outlined the importance of moodle in language teaching and learning including the moodle activities for the language classroom. Based on the interview, students put emphasis on several drawbacks relating to the e-learning accessibility such as log-in password system, site performance, and online voice recording. The e-learning password system, by default, requires a complex combination of letters, numbers, and non-alphanumeric character that made the users difficult to memorize it. Consequently, the student could not log into the platform and forced them to re-register another new account. Besides that, the site performance also had a slow response to the users in which the platform contains several graphics, images, and videos resulting the server responded slower to load the pages. The cause is merely the limited internet bandwidth in which the platform has a slow response on hand-held devices such as a smartphone, tablet, and iPad that the students mostly use. Further investigation in this area should also involve mobile-assisted language learning (MALL) expertise to integrate the platform into the mobile version. Lastly, the e-learning plug-in called PodLL (online sound recording plug-in) didn't work at all due to the compatibility issue.

## CONCLUSION

This research investigated student perceptions of Moodle-based e-learning implementation in English Language Teaching (ELT). Focusing on three measured domains – perceived usefulness, ease of use, and behavioral intention – the findings reveal that students generally have positive perceptions of the platform (see Tables 1 and 2, as well as the construct maps). The e-learning platform provides significant benefits, enabling students to work more efficiently and cost-effectively. For example, assignments can be submitted digitally, eliminating the need for printing. The study emphasizes the importance of measuring student perceptions using advanced methods, as demonstrated by the RASCH analysis conducted through WINSTEP software. This analysis provided detailed construct maps, highlighting respondents' Logit values and their responses to individual questionnaire items. These values, spanning an interpretable range from less to more favorable perceptions, offer valuable insights into both person and item measures. To enhance the instructional value of Moodle, future research should prioritize improving the platform's instructional design, site performance, and plug-ins, as these areas were identified as less favorable. Additionally, further work is needed to advance the platform's capabilities in promoting student learning and engagement. Overall, Moodle-based e-learning in ELT has

been perceived as useful, effective, and easy to use. However, continued development and exploration in this area are essential to optimize its potential.

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## CONFLICT OF INTEREST

No Conflict of Interest Reported by Author(s)

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Research Article

# Neurolinguistic Programming in EFL Classrooms: Enhancing Learners' Engagement and Language Acquisition

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## ABSTRACT

This study investigates the impact of Neuro-Linguistic Programming (NLP) techniques on student engagement and language proficiency in English as a Foreign Language (EFL) classroom. Adopting a mixed-methods approach, the research involved sixty EFL students from a private language school. Quantitative data were collected through pre- and post-intervention surveys and standardized language proficiency tests, revealing a 25% increase in student engagement and a 15% improvement in language proficiency scores. Additionally, qualitative data from bi-weekly classroom observations highlighted enhanced classroom dynamics, increased student confidence, and reduced language anxiety. The findings highlight the potential of specific NLP techniques, such as anchoring positive emotions and reframing challenges, in creating a more supportive and effective learning environment. These results contribute to the discourse on innovative teaching methodologies, suggesting that NLP can significantly enhance EFL teaching strategies and improve student outcomes.

**Keywords:** *Neurolinguistic Programming, EFL Classrooms, learners' confidence, learners' outcomes.*

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## INTRODUCTION

The advent of innovative teaching methodologies continues to shape language education, with Neurolinguistic Programming (NLP) emerging as a potential tool for enhancing communication and learning in classrooms. Originally developed for therapeutic purposes, NLP examines the connection between neurological processes, language, and behavioral patterns to improve communication and personal development (Ramesh et al., 2023). Applied in education, NLP techniques like anchoring positive emotions, reframing, and enhancing sensory acuity are designed to foster positive learning environments, strengthen teacher-student rapport, and improve learning outcomes (Kudliskis, 2023).

While NLP has attracted attention for its potential in language education, empirical studies on its effectiveness in EFL classrooms are limited. Current literature suggests that NLP may positively influence language learning by reducing anxiety and boosting motivation. For example, Merkviladze (2023) found that NLP techniques improved students' speaking comprehension and alleviated language learning anxiety. However, many of these studies lack rigorous experimental design or comprehensive analysis, making it challenging to draw definitive conclusions about NLP's efficacy in EFL contexts.

*"NLP transforms EFL classrooms by boosting engagement, reducing anxiety, and enhancing language learning."*

This research aims to fill this gap by investigating the impact of NLP techniques on EFL learners. Specifically, it seeks to answer two primary research questions: How do NLP techniques affect student engagement in EFL classrooms? What is the impact of NLP on language acquisition among EFL learners? By addressing these questions, the study aims to evaluate the effectiveness of NLP techniques in enhancing student engagement and to assess their impact on the language acquisition process. This comprehensive analysis will provide valuable insights into the potential benefits and limitations of NLP in EFL education, contributing to the ongoing discourse on innovative teaching methodologies and their practical applications in language learning. In response to the lack of rigorous empirical research on NLP in EFL education, this study aims to fill that gap by systematically examining the impact of NLP techniques on EFL learners. The study seeks to address two primary research questions:

RQ1: How do NLP techniques influence student engagement in EFL classrooms?

RQ2: What is the effect of NLP on language acquisition among EFL learners?

## LITERATURE REVIEW

Neurolinguistic Programming (NLP) is a set of psychological techniques aimed at improving communication and personal development (Drigas et al., 2021; Sturt et al., 2012). It focuses on the relationship between neurological processes, language, and behavioral patterns. NLP was developed in the 1970s by Richard Bandler and John Grinder, who

posited that it is possible to identify and replicate the behaviors of successful individuals to achieve similar results.

NLP is based on several core principles that underpin its methodology. One key principle is modeling, which involves learning from successful individuals by understanding and replicating their thought processes and behaviors. This principle suggests that by mimicking the strategies of successful language learners, students can achieve better language acquisition outcomes (Passmore & Rowson, 2019). Another principle is sensory acuity, which refers to enhancing awareness of sensory information to improve communication and understanding. By being more attuned to the sensory experiences of students, teachers can better address their needs and foster a more effective learning environment (Abuzaifah, 2019).

Outcome thinking is another core principle, which involves setting clear goals and visualizing successful outcomes to guide behavior and decision-making. This principle can help students stay focused and motivated by keeping their goals in mind and envisioning their success (Burger et al., 2021). Finally, behavioral flexibility is about adapting behavior in response to changing circumstances to achieve desired outcomes. This adaptability is crucial in a classroom setting, where teachers must often adjust their strategies to accommodate different learning styles and needs (El-Sabagh, 2021).

In educational contexts, NLP techniques have been used to foster a positive learning environment, enhance teacher-student rapport, and improve learning outcomes. Techniques such as anchoring, reframing, and the use of positive language can help reduce student anxiety, increase motivation, and improve overall learning efficiency. Anchoring involves associating positive emotions with specific cues, helping students feel more confident and motivated. Reframing is the process of changing the way students perceive challenges, turning potential obstacles into opportunities for growth. Positive language focuses on encouraging and affirming students, which can significantly boost their self-esteem and willingness to participate in classroom activities (Sereno et al., 2020).

Previous research has shown that NLP can positively influence language learning by reducing anxiety and increasing motivation. For instance, (Gençer, 2020) demonstrated that NLP techniques improved students' speaking skills and reduced language learning anxiety. Their study found that students who were exposed to NLP-based instruction performed better in reading comprehension tests and reported lower levels of anxiety compared to those who received traditional instruction. These findings suggest that NLP can create a more supportive and effective learning environment. However, these studies often lack rigorous experimental design and comprehensive analysis, making it difficult to draw definitive conclusions about the efficacy of NLP in EFL contexts.

Furthermore, a study by (Zarfsaz & Salamat, 2024) explored the impact of NLP techniques on writing skills among EFL learners. The results indicated that implementation of NLP techniques can significantly affect EFL learners' writing ability. Therefore, NLP can improve writing ability by improving various processes such as communication and information processing. Teachers, trainers and syllabus design can use it.

Despite these promising findings, the existing literature on NLP in EFL classrooms often lacks consistency in methodology and scope. Many studies rely on small sample sizes and short-term interventions, which limit the generalizability of their results. There is a need for more comprehensive and longitudinal studies that can provide robust evidence of the long-term benefits of NLP in language education.

In conclusion, the application of NLP in education, particularly in EFL classrooms, shows significant potential for enhancing student engagement and language acquisition. By leveraging the core principles of NLP and employing techniques that reduce anxiety and increase motivation, educators can create a more effective and supportive learning environment. However, further research with rigorous experimental designs and larger sample sizes is necessary to fully understand and validate the impact of NLP in this context.

## METHOD

### Research Design

This study employed a mixed-methods approach (Creswell, 2003a, 2003b; Creswell & Creswell, 2018), integrating both quantitative and qualitative research methods to provide a comprehensive analysis of the impact of Neurolinguistic Programming (NLP) techniques in English as a Foreign Language (EFL) classroom. This approach was suitable because it allows for capturing both measurable data on student performance (quantitative) and deeper insights into their behaviors, experiences, and perceptions (qualitative), offering a holistic understanding of the research problem.

The study was conducted in higher education settings in Indonesia, specifically targeting EFL classrooms where students are preparing for professional communication contexts. The combination of quantitative surveys and qualitative classroom observations was designed to triangulate data and validate findings. Quantitative surveys were used to gather numerical data on students' performance and attitudes, while qualitative observations provided contextual and nuanced perspectives on how NLP techniques influenced classroom dynamics and student engagement (Leong, 2015).

This mixed-methods approach aligns with the research focus on ethical concerns, pitfalls, and best practices of using AI tools, as it offers both statistical evidence and rich descriptive accounts. By addressing both dimensions, this methodology ensures a comprehensive understanding of the challenges and opportunities in implementing NLP techniques in the EFL context (Taherdoost, 2022).

### Participants

The study involved sixty EFL students from a private language school, aged between 18 and 25 years. Participants were selected using purposive sampling, ensuring a representative mix of language proficiency levels, ranging from beginner to advanced. This method was chosen to capture diverse perspectives on the implementation of NLP techniques in their language learning. The sample size of sixty was selected based on prior studies in similar

contexts, ensuring sufficient data for statistical analysis and thematic exploration (Mweshi & Sakyi, 2020). By targeting specific proficiency levels, purposive sampling enhances the relevance and applicability of the study's findings.

### Instruments and data collection

Data collection involved two primary instruments: structured surveys and standardized language proficiency tests, complemented by systematic classroom observations.

1. The structured surveys were developed to measure various dimensions of student engagement, such as motivation, participation, and attitudes toward learning. The survey questions were adapted from existing research on student engagement to ensure relevance and validity. The development process included expert reviews by language education specialists, who provided feedback on the clarity and appropriateness of the items. The surveys were then piloted with a small group of students to refine the wording and ensure that the questions were comprehensible and effective in capturing the intended dimensions.
2. To measure students' language proficiency, widely recognized standardized tests aligned with the CEFR framework were used. These tests were selected because they are well-established for evaluating various language skills, such as speaking, writing, listening, and reading, and are commonly used in EFL contexts. The tests provided an objective measure of students' language proficiency before and after the intervention, ensuring reliable data for evaluating the impact of NLP techniques.
3. Classroom observations were conducted to collect qualitative data on the implementation and impact of NLP techniques in real-time teaching scenarios. An observation checklist was developed to systematically record instances of student engagement, interaction, and responses to the NLP strategies used by the instructor. Observers were trained to use the checklist to ensure consistency in data collection. While video recording was not used, observers maintained detailed field notes to document key moments and patterns in classroom dynamics.

Surveys were administered at the beginning and end of the semester to measure changes in student engagement and language proficiency. This pre-test/post-test design facilitated the assessment of any significant differences resulting from the intervention. Classroom observations were conducted bi-weekly, focusing on student interactions, participation, and responses to NLP techniques. To ensure the reliability of the qualitative data, multiple observers were involved in the observation process. All observers underwent training to familiarize themselves with the observation checklist and the study's objectives, ensuring consistency in data collection. Additionally, inter-rater reliability checks were performed by having observers independently record and compare their notes on a sample session, reducing potential observer bias and enhancing the credibility of the findings. This regular observation schedule provided a detailed account of classroom dynamics and allowed researchers to capture the ongoing impact of NLP throughout the semester.

## Data Analysis

Quantitative data were analyzed using statistical methods, including paired t-tests to compare pre- and post-intervention scores, assessing statistically significant differences in student engagement and language proficiency (Liu & Wang, 2021). In addition, analysis of variance (ANOVA) was employed to explore variations in outcomes across different proficiency levels, providing further insights into the differential impact of the NLP techniques.

Qualitative data from classroom observations were analyzed using thematic analysis, following the guidelines of Braun & Clarke (2006). This method involved systematically identifying, analyzing, and reporting patterns (themes) within the data to provide a rich understanding of participant experiences and classroom dynamics. Codes were developed through a combination of deductive and inductive approaches: deductively based on pre-identified research questions and inductively emerging from the data. Multiple coders participated in the process to enhance reliability, with inter-coder reliability checks conducted to ensure consistency and accuracy in identifying and interpreting themes.

## FINDINGS

### Student Engagement and Language Proficiency

The quantitative data collected through surveys and standardized language proficiency tests demonstrated a significant positive impact of Neurolinguistic Programming (NLP) techniques on both student engagement and language acquisition. These findings provide robust evidence of the effectiveness of NLP strategies in the English as a Foreign Language (EFL) classroom. The results of the pre- and post-implementation surveys highlighted a substantial improvement in student engagement. Engagement was assessed through a structured instrument designed to measure key dimensions, including motivation, active participation, and overall attitudes toward learning English. Using a Likert scale ranging from 1 to 5, where higher scores indicated stronger engagement, the mean engagement score increased from 3.2 before the intervention to 4.0 afterward. This represents a 25% increase in engagement levels.

Further analysis revealed that the most notable improvements occurred in the areas of student motivation and participation. For instance, students reported feeling more motivated to complete assignments, participate actively in classroom discussions, and engage with learning materials. This suggests that the NLP techniques effectively addressed common barriers to engagement in EFL classrooms, such as a lack of confidence or interest in language learning.

Language proficiency test results also showed significant gains following the implementation of NLP techniques. These tests, which assessed various linguistic competencies including vocabulary, grammar, reading comprehension, and speaking skills,

indicated an average improvement of 15% in overall scores. The mean proficiency score increased from 68% prior to the intervention to 78% post-intervention.

A breakdown of the results revealed that students demonstrated the greatest progress in speaking skills and reading comprehension, areas where NLP techniques like role-playing, visualization, and storytelling were heavily emphasized. For example, activities involving visualization appeared to help students internalize new vocabulary more effectively, while role-playing scenarios enhanced their ability to apply grammatical structures in real-world contexts.

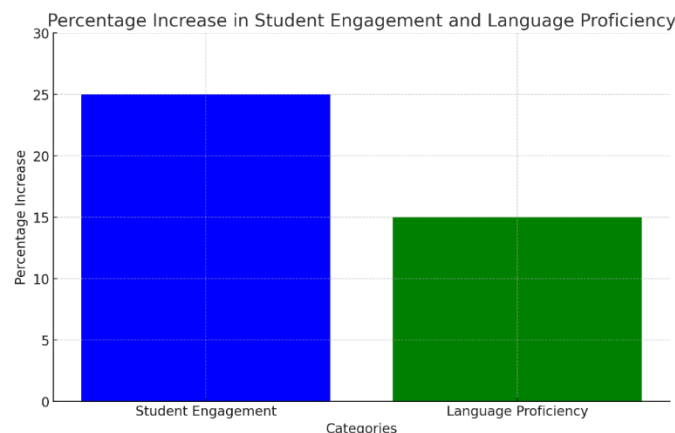
These findings underscore the potential of NLP techniques to not only boost student engagement but also enhance measurable language outcomes. The integration of these strategies appears to create a more dynamic and supportive learning environment, enabling students to overcome linguistic and psychological challenges often encountered in EFL settings.

Table 1.  
*Changes in Student Engagement and Language Proficiency Scores*

| Measurement                       | Pre-Intervention | Post-Intervention | Percentage Increase |
|-----------------------------------|------------------|-------------------|---------------------|
| Student Engagement (Mean Score)   | 3.2              | 4.0               | 25%                 |
| Language Proficiency (Mean Score) | 68%              | 78%               | 15%                 |

The data in Table 1 clearly demonstrates the positive impact of incorporating NLP techniques into EFL instruction, particularly in enhancing student engagement and improving language proficiency outcomes. These findings align with the quantitative results discussed earlier, providing a strong basis for recommending NLP as an effective pedagogical tool in language education.

Figure 1.  
*Percentage Increase in Student Engagement and Language Proficiency*



This figure illustrates the percentage increase in student engagement and language proficiency as measured before and after the implementation of NLP techniques. The pre-intervention mean score for student engagement was 3.2, which increased to 4.0 post-intervention, reflecting a 25% improvement. Similarly, language proficiency scores improved from a mean of 68% to 78%, indicating a 15% increase. These results demonstrate the effectiveness of NLP techniques in enhancing both engagement and proficiency among EFL learners.

### Qualitative Analysis

The qualitative data gathered through bi-weekly classroom observations offered valuable insights into how Neurolinguistic Programming (NLP) techniques shaped classroom dynamics and influenced individual student behaviors. Observations were focused on specific NLP strategies, such as anchoring positive emotions and reframing challenges, allowing researchers to identify key changes in the learning environment and student attitudes.

One notable finding was the enhancement of classroom dynamics. The implementation of NLP techniques led to a significant improvement in student participation. Students demonstrated more proactive engagement by volunteering for activities and contributing to discussions with greater frequency and enthusiasm. Additionally, there was a clear reduction in language-related anxiety. This was evident from the noticeable decrease in hesitation and self-doubt among students when speaking English, suggesting that the classroom had become a more supportive and confidence-building space. Moreover, another key observation was the boost in student confidence and motivation. NLP techniques, such as anchoring positive emotions, were particularly effective in fostering a positive association with language learning activities. Students showed increased enthusiasm and a greater willingness to engage in tasks, reflecting their newfound enjoyment of the learning process. Similarly, the use of reframing challenges as opportunities encouraged students to adopt a more optimistic attitude toward difficult tasks. This shift not only enhanced their resilience but also increased their persistence in tackling complex language exercises.

The observations highlighted the transformative impact of NLP techniques on both the collective classroom atmosphere and individual student growth, underscoring their potential as powerful tools in EFL instruction.

Themes Identified:

- Proactive Participation: Increased student involvement in classroom activities.
- Reduced Anxiety: Lower levels of student nervousness and hesitation.

- Positive Emotional Anchors: Enhanced motivation linked to positive emotional experiences.
- Reframing Challenges: Improved problem-solving attitudes and resilience.

Table 2.  
*Observational Data Themes*

| Theme                      | Description                                | Frequency (Pre-Intervention) | Frequency (Post-Intervention) |
|----------------------------|--------------------------------------------|------------------------------|-------------------------------|
| Proactive Participation    | Increased involvement in activities        | Low                          | High                          |
| Reduced Anxiety            | Lower levels of nervousness and hesitation | High                         | Low                           |
| Positive Emotional Anchors | Motivation linked to positive emotions     | Medium                       | High                          |
| Reframing Challenges       | Improved attitudes towards difficult tasks | Low                          | High                          |

Table 2 outlines the themes identified through qualitative classroom observations, comparing their frequency before and after the implementation of Neurolinguistic Programming (NLP) techniques. The themes provide insights into how NLP strategies influenced student behavior, emotional responses, and attitudes toward learning in the EFL classroom. The theme of proactive participation reflects the level of student involvement in classroom activities. Before the intervention, participation levels were categorized as *low*, with many students hesitant to engage actively in discussions or group tasks. Post-intervention, this frequency shifted to *high*, indicating a significant increase in students taking initiative and contributing more actively during class. This improvement suggests that NLP techniques, such as creating engaging scenarios and fostering a supportive environment, played a pivotal role in encouraging student participation. This theme also captures changes in students' levels of nervousness and hesitation during learning activities. Pre-intervention, anxiety was frequently observed, with many students displaying reluctance to speak or participate due to fear of making mistakes. After the intervention, anxiety levels were categorized as *low*, highlighting a marked reduction in student nervousness. NLP strategies like anchoring positive emotions and reframing negative thought patterns likely helped students build confidence and reduce fear of failure.

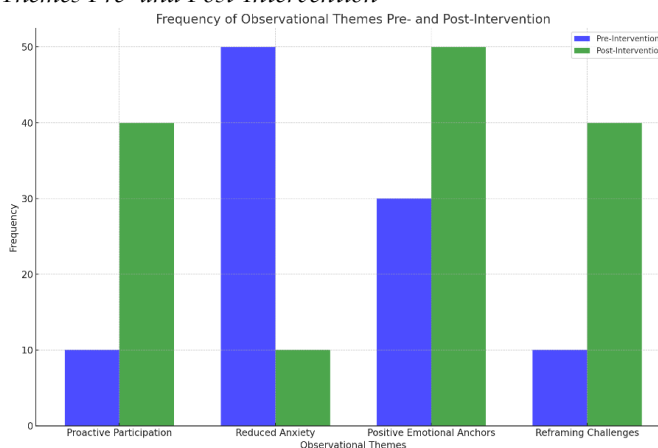
This theme relates to students' motivation being linked to positive emotional experiences during learning. Before the intervention, the frequency of positive emotional anchors was categorized as *medium*, suggesting that while some students were motivated, others struggled to find emotional connections to learning tasks. Post-intervention, the

frequency increased to *high*, indicating that NLP techniques successfully fostered positive associations with learning through activities such as visualization, storytelling, and affirmations. Meanwhile, the theme of reframing challenges refers to students' attitudes toward difficult tasks. Pre-intervention, this theme had a *low* frequency, with many students displaying frustration or avoidance when faced with challenging assignments. Following the intervention, the frequency increased to *high*, suggesting a shift in students' perspectives. NLP techniques, particularly those focusing on changing perceptions of difficulty and promoting a growth mindset, appeared to help students approach challenges with greater resilience and optimism.

The data in Table 2 illustrates significant qualitative shifts in student behavior and attitudes resulting from the integration of NLP techniques. The consistent increase in the positive frequency of all themes demonstrates that NLP not only enhanced engagement but also created a more emotionally supportive and motivating classroom environment, addressing both psychological and academic aspects of learning.

Figure 2.

*Frequency of Observational Themes Pre- and Post-Intervention*



This figure depicts the frequency of key observational themes identified during classroom observations, both before and after the intervention. Themes include proactive participation, reduced anxiety, positive emotional anchors, and reframing challenges. Observations show a notable increase in proactive participation and the use of positive emotional anchors post-intervention, alongside a decrease in student anxiety. Reframing challenges as opportunities also became more frequent, suggesting improved problem-solving attitudes among students. These qualitative insights complement the quantitative findings, providing a comprehensive view of the positive impact of NLP techniques on classroom dynamics and student behavior.

The integration of NLP techniques in EFL classrooms significantly improved both student engagement and language proficiency. The quantitative analysis revealed substantial increases in both engagement scores and language proficiency test results.

Qualitative data supported these findings, showing enhanced classroom dynamics, increased student confidence, and reduced language anxiety. Students reported feeling more motivated and less anxious, contributing to a more conducive learning environment. These results underscore the potential of NLP techniques to enhance EFL teaching strategies and improve student outcomes.

## DISCUSSION

The results of this study align with previous research suggesting that Neurolinguistic Programming (NLP) can positively impact educational outcomes. The significant improvement in student engagement and language acquisition observed in this study underscores the potential of NLP as an effective teaching tool in EFL classrooms. The 25% increase in student engagement scores and the 15% improvement in language proficiency test scores indicate that NLP techniques help create a more positive and supportive classroom atmosphere. This supportive environment facilitated better learning outcomes, as students felt more motivated and less anxious, allowing them to participate more actively and confidently in class activities. This finding is consistent with the work of Gençer (2020) and Nompo et al., (2021), who found that NLP techniques reduced language anxiety and improved reading comprehension among EFL learners.

While previous studies have noted the benefits of NLP in education, this research provides a more comprehensive analysis through a mixed-methods approach. The integration of quantitative and qualitative data offers a more nuanced understanding of how NLP techniques influence student behavior and learning. Previous studies, such as those by Allen & McNamara (2015), have primarily focused on specific aspects of language learning, such as vocabulary acquisition. In contrast, this study's mixed-methods design allowed for a broader examination of both engagement and proficiency, capturing the multifaceted impact of NLP on EFL learners. By combining surveys, proficiency tests, and classroom observations, this research provides robust evidence of the effectiveness of NLP techniques in enhancing both the cognitive and affective dimensions of language learning.

The findings of this study have significant implications for EFL teaching. Incorporating NLP techniques can create a more supportive and effective learning environment, thereby enhancing overall teaching efficacy. EFL teachers can use NLP to build rapport with students, reduce anxiety, and increase motivation, leading to improved language acquisition and classroom engagement. For instance, techniques such as anchoring positive emotions can help students associate learning activities with positive feelings, increasing their enthusiasm and willingness to participate. Similarly, reframing challenges as opportunities can foster a growth mindset, helping students approach difficult tasks with confidence and resilience.

Moreover, the study's results suggest that NLP can be particularly effective in reducing language anxiety, a common barrier to language acquisition. By creating a classroom environment where students feel safe and supported, teachers can help students overcome their fears and engage more fully in the learning process. This aligns with the

principles of effective language teaching, which emphasize the importance of creating a low-anxiety environment to facilitate language learning (Krashen, 2013).

The study also highlights the potential for NLP to be integrated into teacher training programs. By equipping teachers with NLP techniques, educational institutions can enhance the quality of EFL instruction and promote more effective language learning. As the findings indicate, the use of NLP can lead to significant improvements in student outcomes, making it a valuable addition to the repertoire of teaching strategies for EFL educators.

## CONCLUSION

This study demonstrates the positive effects of Neurolinguistic Programming (NLP) techniques on student engagement and language proficiency in English as a Foreign Language (EFL) classroom. The quantitative results showed a 25% increase in student engagement scores and a 15% improvement in language proficiency test scores post-implementation of NLP techniques. Qualitative data from classroom observations further supported these findings, revealing enhanced classroom dynamics, increased student confidence, and reduced language anxiety. Specific NLP techniques, such as anchoring positive emotions and reframing challenges, were particularly effective in boosting student motivation and participation. These findings highlight the potential of NLP as a valuable addition to EFL teaching strategies, providing educators with tools to create a more supportive and effective learning environment.

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## CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

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Research Article

# Written Discourse Performance of Senior High School Students: Designing Genre-Based Instructional Materials

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## ABSTRACT

This study investigates the written discourse performance of grade 11 senior high school students focusing on the development of genre-based instructional materials. The research encompasses a detailed examination of demographic profiles, reading material preferences, and academic strands to provide a comprehensive understanding of their backgrounds. A quantitative approach was employed, collecting position papers from 258 students across various schools. Data analysis involved descriptive statistics and inferential tests to assess levels of written discourse performance and identify key factors influencing discourse competence. Findings reveal notable challenges in students' performance, particularly in organization and the use of transitional signals. A significant proportion of students demonstrated deficiencies in these areas, highlighting the need for targeted interventions in writing instruction. The study also underscores the impact of students' reading habits on their writing proficiency, emphasizing the beneficial role of diverse reading materials such as journals and literary works. Gender-based analysis indicates an equitable distribution of writing abilities between male and female students, suggesting inclusive instructional strategies effectively support learners. The study concludes by proposing genre-based instructional materials aligned with students' reading preferences and academic contexts. These materials aim to address identified deficiencies in written discourse performance and enhance overall language proficiency.

**Keywords:** *Written Discourse Performance, Senior High School Students, Genre-Based Instructional Material, Position Paper, Reading Habits*

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## INTRODUCTION

Writing skills are a critical component of the English curriculum, playing a central role in the development of effective communication abilities among students in the field of language education. The Senior High School (henceforth SHS) curriculum within the K-12 Program aims to cultivate globally competitive students who are proficient in language conventions and capable of conveying their ideas clearly and effectively. This curriculum aligns with the Sustainable Development Goal (SDG) of equitable quality education for all, promoting inclusivity and equipping students with essential skills for their personal and professional lives (United Nations, 2015)

The Reading and Writing (RW) subject in the SHS curriculum is designed to refine students' cross-disciplinary writing skills, providing a foundation for academic and professional success. According to the 2016 K-12 curriculum guide, this subject emphasizes the development of written discourse performance, which is crucial for articulating ideas in various genres of academic writing. One such genre is the position paper, which enables students to present strong perspectives and contribute meaningfully to academic discourse. Writing position papers requires clarity, coherence, and the ability to communicate complex information effectively, making it a valuable exercise for intellectual growth and skill development.

*"Written discourse performance in Grade 11 students relies on addressing challenges in organization and the use of transitional signals."*

Written discourse performance involves the ability to arrange, structure, and link sentences to produce coherent and cohesive texts. This competence is vital for effective communication in today's world, where writing serves as a primary mode of expression in various contexts, including academic essays, business reports, emails, and social media posts. Despite its importance, many students struggle with written discourse, as evidenced by numerous studies highlighting their challenges in achieving coherence, cohesion, and proper citation in their writing (Aunurrahman et al, 2017). As reflected in the study of Arneback et.al., (2021), students in universities often experience an initial "shock" when encountering the new ideals and demands of academic writing and reading. Tabak & Topuzkanamis (2019) assert that writing serves as a means of self-expression and meets academic requirements. However, many students exhibit writing skills that fall short of the educational goal of achieving proficiency. Since writing is an intellectual skill, students often neglect to monitor their approach to tasks and may avoid practicing it altogether, resulting in written work that lacks the necessary quality for global competitiveness.

Research by Pablo and Lasaten (2018) revealed that Filipino Grade 11 Senior High School students face significant difficulties in all areas of writing discourse, including academic essays. Common issues include a lack of variety in ideas, inappropriate word usage, poor sentence construction, and inadequate use of connectives and citations. Moreover, Isma et.al., (2024) reveal common writing challenges in Business English, including errors in content, organization, vocabulary, language use, and mechanics. Contributing factors such as limited practice, insufficient understanding of business

concepts, resource constraints, inadequate feedback, and time limitations were identified as significant obstacles. Similar findings by Mazo (2015) indicate that information technology students view research writing as a major stressor, underscoring the need for improved academic writing skills. These challenges are compounded by factors such as linguistic and general literacy backgrounds, attitudes toward academic writing, and anxiety related to writing tasks (Pineteh, 2019; Sulaiman, 2019).

The educational sector's efforts to scaffold students' writing skills are evident, yet many students continue to experience difficulties in demonstrating their written discourse performance. Effective writing requires not only a grasp of grammar and syntax but also the ability to structure and organize content logically. The context of specific educational strands, such as Science, Technology, Engineering, and Mathematics (STEM) and Humanities and Social Sciences (HUMSS), demands a high level of competence in written discourse to accurately convey technical and scientific ideas (Hacermida & Aboy, 2021).

To address these challenges, there is a need for genre-based instructional materials that cater to the specific requirements of different forms of academic writing. Genre-based instruction can provide students with tailored guidance, helping them understand and master the conventions of various writing genres. This approach is supported by Anwar and Arifani (2016), who highlight the necessity of creating learning materials that meet students' specific needs in writing discourse to enhance their English proficiency.

To address the gaps, this study aimed to assess the written discourse performance of Senior High School students in the STEM and HUMSS strands and to design genre-based instructional materials that will enhance their academic writing skills. By focusing on the unique demands of different writing genres, this research seeks to provide students with the tools and strategies necessary for effective written communication, thereby improving their overall academic performance and preparedness for future challenges.

This study sought to answer the following research questions:

- RQ1: What is the level of written discourse performance in the selected academic writing genre of position paper?
- RQ2: Is there a significant difference in the level of written discourse performance of the respondents when they are grouped according to their profile?
- RQ3: What genre-based instructional material can be developed to enhance the written discourse of the respondents?

## LITERATURE REVIEW

### Understanding the Concept of Grammar

Grammar, a key component of English, is often seen as the most important aspect. One major aim of teaching English as a second language is to help students speak, write, and present in a grammatically correct, fluent, and contextually appropriate manner. Grammatical Competence is the mastery of linguistic codes, involving the understanding and effective use of a language's morphological and syntactical features for interpreting and

constructing words and sentences. Correct word formation and sentence structure rely on proper grammatical features.

Bloor (2018) in his article, “What do language students know about grammar?” noted a gap between academic discussions and classroom practices. In today’s globalized world, learning to speak and write English is essential for competing in a knowledge-based society. Although best taught in classrooms, this process can impact learning and development. UNESCO emphasizes that education in a child’s mother tongue is crucial (UNESCO, 2003). In the Philippines, the mother tongue is used for instruction up to grade III, after which English becomes the medium of instruction from grades IV to XII. Many students fear public speaking, often due to uncertainty about grammatical correctness.

Various theories exist on grammar teaching and learning. Chomsky's Generative Grammar Theory (1956) views grammar as a set of rules generating sentence structures in a language. Moreover, his information processing theory suggests that retaining new knowledge requires linking it to existing knowledge. Pienemann (1998) supported Chomsky with his Processability Theory, emphasizing temporary memory storage for grammatical information. Semantics, a key area of grammar, involves understanding word meanings and their representations, as described by Lewis (1970).

Dell Hathaway Hymes' theory of Communicative Competence, supported by Lyle Bachman, and the Model of Communicative Competence by Canale and Swain, identifies four key competencies: linguistic, sociolinguistic, discourse, and strategic (Lasala, 2013). Linguistic competence involves phonetics, phonology, morphology, syntax, and text comprehension. Sociolinguistic competence is the effective use of language in various contexts, including vocabulary, politeness, and style. Discourse competence covers the ability to produce and understand spoken and written language. Strategic competence addresses communication barriers, like background noise, throughout the communication process. Bachman’s Components of Language Competence also highlight the significance of grammatical and textual competence, and Canale and Swain (1980) emphasize the importance of a child's unconscious and conscious language grasp.

## Overview of Writing

Writing is considered a productive skill and is mainly used to communicate (Ozdemir & Aydin, 2017). It enhances other skills such as controlling the learning process, using appropriate vocabulary, identifying errors, evaluating learning, thinking creatively, and improving language competence as a whole. To be at par with today’s society’s standards and build a personal identity, an individual must acquire these skills (Terogo et al., 2018).

Effective writing goes beyond correctness, requiring freedom from errors, alignment with reader interests, a clear purpose, a precise viewpoint, and support from relevant information expressed in appropriate language. An avenue for honing this skill is through the composition of academic texts. Academic essays, a mandatory writing requirement, follow a structured format—introduction, body, and conclusion. They entail presenting a thesis statement supported by evidence. Adherence to academic essay style rules, including formality, impartiality, explicitness, caution, and organization, is imperative. However, despite the academic essay writing opportunities available to pupils, their academic writing

proficiency is lacking. Teachers at SHS continue to complain about students' poor-quality essays, which are reflected in their written work. Thus, the researchers conducted the study to further investigate the existing problems among students who commit academic writing misconduct. The following related literature and studies highlight the academic writing struggles of students and the reasons why they tend to disregard academic writing conventions.

### Challenges in Written Discourse

According to Roald et al., (2020), academic information is perceived as both tedious and challenging for children to read. It becomes daunting for students who are introduced early to academic writing genres and attend workshops on academic writing, as they struggle to comprehend and adhere to the associated rules and constraints. This might seem contradictory: one would expect that more initial instruction would lead to greater comfort with academic writing. Similarly, Ask (2007) found that first-year students often express anxiety and stress due to their unfamiliarity with the norms and regulations of academic writing.

In concurrence, many educators agree that mastering the art of writing is one of the most difficult tasks. They've discovered that pupils struggle with writing in their native language and, as a result, in their second (Nosratinia & Adibifar, 2019). Learners who struggle with writing lack the necessary skills to use writing strategies, generate ideas, do little or no prewriting or planning, and revise only a few because they believe it is a waste of time (Harris et al., 2018). They also have difficulties with vocabulary, poor knowledge and understanding of the grammatical structure, and an inability to sequence ideas logically and chronologically (Quijano & Legaspi, 2020).

Writing serves as a potent medium for expressing thoughts, emotions, and ideas through written symbols. According to Huy (2015), it is a sophisticated cognitive activity that reflects one's knowledge. However, for students, writing poses challenges as it requires not only effective communication but also adherence to correct language conventions. Hence, writing is crucial for communication, providing students a platform to articulate their thoughts and emotions. This intricate process involves deep reflection, precise word selection, and proper use of language mechanics to produce well-organized sentences, paragraphs, and compositions.

### Importance of Writing

Writing is recognized as an active skill because it produces a tangible output that reflects the writer's ability to organize and articulate thoughts efficiently and effectively. This writing process goes beyond merely combining units of sounds into words, which then combine to form phrases, sentences, and paragraphs; it requires careful planning to structure these, maintaining coherence and cohesion throughout the text. These are essential elements of writing ensuring that ideas flow logically, and systematically, and are interconnectedness, which is crucial in any academic tasks like essay writing. In such contexts, writing serves as an avenue for critical thinking, allowing individuals to analyze, evaluate, and present their argument systematically and holistically which can foster the

development of language proficiency and communication skills, making it an indispensable instrument in both education landscaper and professional setting.

Rusinovci (2015) distinguishes between writing as a process, emphasizing how a text is created, and writing as a product, where students are tasked with producing specific types of texts. The writing process typically involves stages such as pre-writing, drafting, sharing and receiving feedback, revising, editing, and publishing (Qomariyah & Permana, 2021). These stages are essential writing activities aimed at composing and structuring sentences into coherent paragraphs. In educational settings, the writing process commonly includes drafting, revising, editing, and publishing (Nation, 2019). These sequential steps guide students in composing texts that are clear and readable.

Pratiwi (2021) contends that English serves as the primary language for international communication across various domains such as the communication and broadcasting field. Therefore, the proficiency of English writers and speakers holds significant importance in today's globalized world. In the context of Malaysian ESL education, Ranaut (2018) emphasizes the critical role of competent English writing skills, particularly in sectors like banking, highlighting the consequences of poorly written business correspondence with clients.

Esman et al. (2021) describe writing as intentional social communication intertwined with literacy. They view writing as a social practice that influences patterns of participation, gender dynamics, support networks, collaboration, time management, spatial use, tools, technology, and resources. Moreover, they argue that through its interaction with reading and other forms of communication, writing contributes to the symbolic meanings of literacy and serves broader social purposes for individuals and institutions. This aligns with Zamel (1983), a pioneering figure in ESL writing research, who characterizes the writing process as nonlinear, exploratory, and generative. She suggests that through writing, individual discover and refine their ideas, striving to convey meaning effectively.

### Development of Instructional Materials

Additionally, Brown and Raza (2020) emphasize the crucial role of materials development in language programs. They advise educators not to be deterred by the absence of textbooks, but rather to focus on clear teaching and learning objectives or a thorough understanding of their students' needs. Teachers are encouraged to create their materials tailored to meet these objectives effectively. Furthermore, they recommend giving equal importance to incorporating commonly accepted legal writing methods, which play important roles in developing the three key aspects of writing pedagogy, particularly writing, research, and analysis. In support of this, Paramudia et al. (2024) mentioned the urgent need for curriculum designs that incorporate specific language modules to address language proficiency challenges in Indonesian vocational higher education, particularly in the field of business presentations.

Similarly, Kellough (2019), cited by Mehdi & Abou Naaj (2013) asserts that meticulous planning for teaching and learning serves multiple purposes, with ensuring curriculum coherence being paramount. Workbooks or learning materials function as guides for teachers, aids for substitute teachers, and useful records for future reference in

teaching similar lessons. Aside from the workbooks, incorporating animated videos into narrative text instruction has been shown to significantly enhance students' motivation and writing abilities, as well as improve their understanding and coherence in writing (Valen & De Vega, 2023). These ways provide insights into the quality of teaching and learning, offering guidance on areas for improvement for both teachers and students.

Moreover, Tomlinson (2016) pioneered an MA course in materials development in 1993, marking a significant milestone in recognizing the importance of materials development. He notes that the field has seen a notable increase in universities offering MA courses and modules in materials development, as well as a rise in Ph.D. research focusing on various aspects of this field. Materials development is now widely acknowledged as a critical endeavor in applied research. According to Tomlinson (1998), cited by Patel (2017), materials development encompasses efforts by writers, teachers, or learners to create language input sources that optimize the likelihood of effective learning.

To enhance students' writing skills in a foreign language, specific strategies are recommended. Haerazi et al. (2018) propose exposing students to various genres of writing to help them develop awareness of textual structures. Sartika & Rachmanita (2017) advocate for employing self-regulated strategies to enhance students' writing achievements across content, grammar, vocabulary, and mechanics. Effective teaching methods can significantly contribute to the development of proficient English writers among EFL learners, preparing them for advanced levels of writing (Banu et al., 2018).

Raymundo (2023) synthesized that academic writing literature has offered evidence that most university classes entail learners to perform diverse types of writing tasks like reports, research papers, and essay exams since discourse synthesis as a typical exercise in university writing is the actual practice in academic contexts. Such activities not only enhance learner's critical thinking ability and analytical skills but also prepare them to engage in scholarly tasks and produce well-written and evidence-based arguments. As a result, academic writing becomes a cornerstone of higher education, fostering intellectual growth to understand the complexities of written discourse and equipping them with skills applicable beyond the hall of the classrooms. This is strengthened by the book reviewed by Muhammad & Mustakim (2023) which examines diverse genres, such as research articles, student reports, and university tutorials, highlighting the integration of theory and practice through various research methodologies and applications. It underscores the value of mastering theoretical concepts and their practical application across writing genres.

Producing proficient writing is often challenging for students, as it represents the most demanding of the four language skills. They commonly encounter difficulties in generating ideas, selecting relevant content, outlining, drafting, revising, and editing their compositions. These challenges can be mitigated or resolved through the implementation of a genre-based language teaching approach in writing classes. Nagao (2018) found that using a teaching and learning cycle and a genre-based approach to writing instruction can help EFL students understand generic structure and interpersonal meaning while writing argumentative essays.

The genre-based language teaching model has gained popularity among English educators in language education programs at universities. This instructional approach

enables students to anchor their learning in the types of texts they will produce in their specific contexts (Nurlaelawati & Novianti, 2017). According to Hyland (2022), the genre teaching model enhances comprehension of how language is structured to fulfill social functions within particular contexts of use. This model has been successfully employed in writing instruction across various countries. For instance, at Oklahoma State University, Cheng et al (2021) conducted research demonstrating that the ESP genre approach effectively meets learning objectives in teaching specialized varieties of English to second language learners. The study highlights that the genre instructional model allows instructors to observe how students recognize and analyze the typical features of specific texts, integrating these features into their writing processes. Similarly, Thongchalerm and Jarunthawatchai (2019) in his study found that genre-based instruction was effective in developing students' writing proficiency, and scaffolding activities or materials used in EFL classrooms benefit the students in their self-learning. The results of the study also suggested pedagogical implications in developing teaching EFL writing materials.

In Iran, Abbaszadeh (2013) illustrates how genre instruction in second language learning enhances students' abilities in discourse and communicative competence by exposing them to various types of texts. Carstens & Fletcher (2010) also support the effectiveness of genre-based instruction in teaching academic writing, focusing on competencies related to sourcing materials and developing academic writing styles. Together, these findings reveal the value of genre instruction as a crucial strategy for enhancing both language proficiency and overall academic success.

Genre-based instruction is now applied across all four language skills: speaking, listening, reading, and writing, contributing to the enhancement of linguistic aspects of writing abilities (Emilia, 2017). This approach recognizes that genres facilitate ease of reading, understanding, and writing by leveraging learners' familiarity with specific text types to connect meaningfully with academic communities (Hyland, 2023). The genre-based instructional process encompasses several stages that support the development of language skills. According to Feez & Joyce (2022), these stages include building knowledge of the field, modeling, and deconstructing texts, collaboratively constructing texts, independent construction of texts, and linking related texts.

## METHOD

### Research Design

This study employed a quantitative research approach using the descriptive–correlational type of research design, which involved identifying the characteristics of an observed phenomenon or exploring possible associations among two or more phenomena (Pearson 2018; Leedy & Ormrod, 2015). Descriptive correlational design was used in research studies that aimed to provide static pictures of situations as well as establish the relationship between different variables, making it best suited for this study.

This research design was chosen as it described the variables of the study and the relationships that occurred naturally between and among them (Sousa et al., 2007). It enabled a thorough description of students' achievement in syntax. Also, it allowed for the

exploration of potential correlations among other pertinent variables. Moreover, this design fits the objective of exploring the written discourse performance of Grade 11 Senior High School students across three private schools in the City of Santiago. This research design was chosen to provide a comprehensive description of the student's written discourse abilities and to identify potential correlations between these abilities and relevant demographic variables.

The design enabled the researcher to gather data that offered a static overview of the student's proficiency levels, strengths, and areas in need of improvement. Additionally, it facilitated an exploration of the relationships between the students' written discourse performance and demographic factors, such as sex, academic strand, and the type of reading materials used. The study aimed to uncover patterns and trends in the students' academic writing across different contexts within the selected schools. The descriptive-correlational approach was particularly suited for this purpose, as it allowed the researcher to capture the variability and nuances in the student's written communication skills across diverse academic environments. This approach provided a thorough and structured means to achieve the study's objectives.

## Participants

This study was conducted at the University of La Salette, Incorporated – Senior High School Department, SISTECH College, and Cagayan Valley Computer and Information Technology College SHS Department (CVCITC-SHS). These are all private institutions located in Santiago City, Isabela, Philippines. The target population of this study includes all Grade 11 students among three private schools during the Second Semester of the Academic Year 2023-2024. This covers STEM and HUMSS strands based on their concurrent participation in Reading and Writing (RW), which specifically covers written discourse performance.

The researcher applied a 95% confidence level and 5% margin of error in determining the sample size and subsequently utilized a stratified random sampling technique in selecting the respondents of this study. This sampling method was implemented to collect data and analysis allowing the researchers to acquire specific and efficient information. To present the number of respondents in every stratum or section, below is the actual number. Table 1.

*Population and Sample of G11 Students of Three Private Schools in Santiago City*

| School      | Section              | Population | Sample |
|-------------|----------------------|------------|--------|
| STEM ULSHS  | St. Leo the Great    | 45         | 16     |
|             | St. Albert the Great | 43         | 15     |
|             | St. Martin de Pore   | 42         | 15     |
|             | St. Stephen          | 41         | 15     |
|             | St. Boniface         | 41         | 15     |
|             | St. Lawrence         | 41         | 15     |
|             | St. Jerome           | 43         | 15     |
|             | St. Joachim          | 42         | 15     |
|             | St. Aloysius         | 42         | 15     |
| HUMSS ULSHS | St. Fabian           | 47         | 17     |
|             | St. Pius             | 45         | 16     |
| STEM CVCITC | A                    | 54         | 19     |

|               |       |     |     |
|---------------|-------|-----|-----|
|               | B     | 54  | 19  |
| HUMSS CVCITC  | A     | 44  | 16  |
|               | B     | 44  | 16  |
| STEM SISTECH  | A     | 21  | 7   |
| HUMSS SISTECH | A     | 34  | 12  |
|               | TOTAL | 723 | 258 |

Table 1 outlines the Grade 11 students' population among the three private schools, with a total of 723 students. The sample size, derived from various strata or sections, is 258 students, ensuring a comprehensive and representative subset for the study.

### Data Collection

The data-gathering procedure was systematically conducted to ensure clarity and coherence throughout the study. Initially, the researcher sought permission from the School Administration by submitting a formal request letter regarding the conduct of the study. Upon approval, the researcher then secured consent from the Subject Area Coordinators of the Senior High School English Department, particularly concerning the schedule of data collection and any necessary class interruptions.

Subsequently, the researcher informed the respondents of the purpose and objectives of the study. A discussion regarding the topic and composition of the written discourse was delivered to ensure clear communication with the respondents. Since the participants were minors, informed consent forms were provided to their parents/guardians. These forms assured the respondents' anonymity, protection, and confidentiality regarding the data they would provide. The consent forms were distributed three days before the data collection and collected a day before the activity. Respondents who were unable to submit the signed forms were not forced to participate in the study.

Once the consent forms were secured, the researcher facilitated the data collection process. The researcher assumed control of the scheduled classes, oriented the respondents, and administered the test. The responses were collected immediately after the allotted time had elapsed. To assess the written discourse performance of the respondents, the researcher instructed them to produce a well-composed position paper, a requirement for their Reading and Writing subject. The students were given one hour and 30 minutes to write a position paper with a minimum of 300 words. The collected academic outputs were evaluated using a rubric recommended by the Department of Education (DepEd) to validly assess both content and performance standards. After all the submissions were reviewed, the data was analyzed and interpreted with the assistance of a statistician to ensure the reliability and accuracy of the results.

### Research Instruments

In the course of this study, the researcher provided an outline to serve as a prompt for writing an academic paper. The data collection took place through an on-the-spot writing assessment, where printed materials were used as the mode of delivery. The students were instructed to compose a position paper about the effects of technology. The writing session

was supervised by the researcher and scheduled to last one hour and 30 minutes, based on pre-approved timetables.

Following the completion of the writing tasks, the academic papers were evaluated using a rubric recommended by the Department of Education (DepEd) for content and performance standards. The rubric consisted of five key criteria: quality of argument, organization, use of appropriate transitional signals, mechanics, and grammar. These criteria were accompanied by five levels of description to assess the students' expected performance in each area. To ensure the thorough and objective evaluation of the respondents' written discourse performance, the Mean Percentage Score (MPS) was employed as the standard instrument, in alignment with the DepEd's guidelines. Additionally, the descriptive equivalent of the results was utilized to guide the development of a contextualized supplementary material, aimed at improving the respondents' overall written discourse performance. This research methodology provided a clear and methodical approach to analyzing the students' work and identifying areas for academic enhancement.

Table 2.  
*Scale for Master Level*

| Score | Descriptive Equivalent | Description                                                                                                                                                                       |
|-------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 31-40 | Mastered               | This signifies a high level of competency. You can confidently perform tasks independently, even in unfamiliar situations.                                                        |
| 21-30 | Moving Towards Mastery | This demonstrates developing proficiency. You can grasp the core principles and perform tasks with some guidance or in familiar contexts.                                         |
| 11-20 | Low Mastery            | This indicates basic understanding and limited ability to perform related tasks. You can likely recognize relevant concepts but struggle to execute them independently.           |
| 1-10  | No Mastery             | This range signifies a complete lack of proficiency or understanding. You might be entirely unfamiliar with the subject or have minimal exposure without any ability to apply it. |

## Data Analysis

The data-gathering procedure employed appropriate statistical tools to ensure a valid interpretation of the data. Descriptive and inferential statistics were used to analyze the collected information. Specifically, frequency counts and percentage distribution were applied to determine the respondents' profile, which included variables such as sex, academic strand, type of reading materials, and their level of written discourse performance. To examine differences in the respondents' level of written discourse performance when grouped according to their profile, one-way ANOVA and independent sample T-tests were utilized. These statistical tests allowed the researcher to identify significant variations in performance across different groups. Finally, the development of genre-based language

instructional materials was based on a thorough analysis of the two least accomplished aspects of the rubric's descriptive criteria for written discourse performance. This rigorous approach ensured that the instructional materials were tailored to address the specific areas where the respondents demonstrated the most need for improvement.

## FINDINGS

### Level of Written Discourse Performance

Table 3 provides a detailed breakdown of the level of written discourse performance among the respondents. Based on the data, the majority of the students exhibited below-average to poor performance. Specifically, 144 students, or 55.80% of the total respondents, fell into the below-average category, indicating a significant need for improvement in written discourse skills. This suggests that these students' papers were supported by reasons that were either weak or repetitive, with insufficient analysis and conclusions. The organization of their papers needed considerable improvement. It often shifts in purpose and many diversions. Also, they often lacked appropriate transitional signals, although attempts were made to use them but still minimal and others were incorrect. Moreover, they had frequent errors in mechanics such as spelling, capitalization, and punctuation marks. Hence, exhibited inconsistent grammar that led to poor competency.

Table 3.  
*Level of Written Discourse Performance*

| Written Discourse Performance | Frequency | Percentage |
|-------------------------------|-----------|------------|
| Poor                          | 103       | 39.90      |
| Below Average                 | 144       | 55.80      |
| Average                       | 11        | 4.30       |
| Above Average                 | 0         | 0.00       |
| Excellent                     | 0         | 0.00       |

An additional 103 students, constituting 39.90% of the respondents, were classified as having poor written discourse performance. This highlights the challenges faced by these students in achieving proficiency in academic writing. Students in this category typically did not develop their reasons adequately, their papers lacked organization, and they had many errors in mechanics and grammar.

Conversely, only a small fraction of the students demonstrated average performance. Specifically, 11 students, or 4.30% of the respondents, were able to meet the average standard for written discourse performance. These students managed to support their papers with a minimum of three distinct reasons, but their analysis and conclusions needed further development. Their organization required strengthening, and while they used transitional words and phrases, these were insufficient or improperly applied. Their mechanics showed 4-6 errors in spelling, capitalization, and punctuation, and their grammar was inconsistent, with some well-constructed sentences and others that were fragments or run-ons.

Notably, none of the students achieved above-average or excellent performance levels, as indicated by the 0.00% in both categories. This absence of high-performing students highlights a critical gap in the current instructional approaches and emphasizes the urgent need for targeted interventions to enhance the writing skills of these senior high school students.

### Level of written discourse performance of the respondents when they are grouped according to their sex

Table 4 presents the difference in the level of written discourse performance among respondents categorized by their sex. The mean scores for male and female respondents are reported as 1.55 and 1.72, respectively. The t-value of -2.33 with a corresponding p-value of 0.56 indicates a non-significant difference (ns). Upon closer examination, while there appears to be a slight difference in mean scores between both respondents, this difference does not reach statistical significance. Thus, it can be inferred that, based on this analysis, the written discourse performance of male and female respondents does not significantly vary.

Table 4.

*Difference in the level of written discourse performance of the respondents when they are grouped according to their sex*

| Written Discourse Performance | Group Means |        | T-Value  | P-Value |
|-------------------------------|-------------|--------|----------|---------|
|                               | Male        | Female |          |         |
|                               | 1.55        | 1.72   | -2.33 ns | 0.56    |

### Level of written discourse performance of the respondents when they are grouped according to their types of reading materials read

Table 5 presents the difference in the level of written discourse performance of the respondents when grouped according to the types of reading materials they engage with. The table outlines group means, t-values, and p-values for various reading material categories, including journals (JRNL), electronic books (E-B), social media (S M), other reading materials (OTHR), combinations of E-B and S M, S M and OTHR, and notably new combination of categories of novel, electronic books and social media (N, E-B, SM). The analysis reveals intriguing insights into how different reading habits may impact written discourse performance.

Table 5.

*Difference on The Level of Written Discourse Performance of the Respondents When They Are Grouped According to Their Types of Reading Materials Read*

| Written Discourse Performance | Group Means       |                    |                      |                    |                    |                    |                       | T-value | P-value |
|-------------------------------|-------------------|--------------------|----------------------|--------------------|--------------------|--------------------|-----------------------|---------|---------|
|                               | JRNL (a)          | E-B (b)            | S M (c)              | OTHR (d)           | E-B & SM (e)       | SM&O THR (f)       | N, E-B, SM (g)        |         |         |
|                               | 1.68 <sup>g</sup> | 1.62 <sup>cg</sup> | 1.96 <sup>bdef</sup> | 1.67 <sup>cg</sup> | 1.51 <sup>cg</sup> | 1.63 <sup>cg</sup> | 2.10 <sup>abdef</sup> | 3.70    | 0.00    |

Upon analyzing the data, the types of reading materials students prefer to read and provided and used by teachers for them cause a difference in their written discourse performance. Students will have varying levels of written discourse performance depending on the different genres of learning resources or materials they are exposed to since one of the critical aspects of discourse competence is the language learners' familiarization with the various genres or forms of discourse. Moreover, every type or genre of material provides the language learners with enough understanding of its expected content, organization format, and specialized vocabularies which could affect and cause a variation in the level of their written discourse performance.

The t-value of 3.70 indicates a significant difference in written discourse performance across the various reading material groups. This suggests that the type of reading material influences the written discourse abilities of the respondents. However, the p-value of 0.00 indicates the statistical significance of this difference, implying that it is highly unlikely to have occurred by chance. Apparently, results were further subjected to post hoc analysis to determine the specific differences between the groups. Post hoc tests are conducted after an ANOVA indicates significant differences, and they help identify which specific groups differ from each other.

#### Level of written discourse performance of the respondents when they are grouped according to their strands

Table 6 presents the difference in the level of Written Discourse Performance among respondents grouped according to their academic strands: STEM (Science, Technology, Engineering, and Mathematics) and HUMSS (Humanities and Social Sciences). The table displays the group means, t-value, and p-value. The mean score for Written Discourse Performance was 1.71 for STEM students and 1.49 for HUMSS students. The t-value was 2.83, and the p-value was 0.53, indicating no statistically significant difference between the two groups. The analysis of the data suggests that there is no significant discrepancy in the Written Discourse Performance between students enrolled in STEM and HUMSS strands. While STEM students exhibited a slightly higher mean score compared to their HUMSS counterparts, the difference was not deemed statistically significant based on the p-value exceeding 0.05. This implies that regardless of the academic strand, students performed similarly in written discourse tasks related to the position paper genre.

Table 6.

*Differences in the level of written discourse performance of the respondents when they are grouped according to their strands*

| Written<br>Discourse<br>Performance | Group Means |       | T-Value            | P-Value |
|-------------------------------------|-------------|-------|--------------------|---------|
|                                     | STEM        | HUMSS |                    |         |
|                                     | 1.71        | 1.49  | 2.83 <sup>ns</sup> | 0.53    |

## Two least accomplished aspects of the rubric's descriptive criteria basis for contextualized and genre-based language instructional material

Table 7 presents the frequency and percentage of the written discourse performance. The rubric used in assessing the written discourse performance encompasses five criteria, including quality of argument, organization, transitional signal appropriacy, mechanics, and grammar. Among the five criteria, the data shows that the major emphasis is on transitional signal appropriacy, comprising 43.02% of the evaluations, followed by the organization at 20.54%. Grammar and mechanics account for 12.40% and 10.08%, respectively, while the quality of argument is less emphasized at 4.65%.

Table 7.

*Two least accomplished aspects of the rubric's descriptive criteria basis for contextualized and genre-based language instructional material*

| Written Discourse Performance Criteria | Frequency  | Percentage |
|----------------------------------------|------------|------------|
| Quality of Argument                    | 12         | 4.65       |
| Organization                           | 53         | 20.54      |
| Transitional Signal Appropriacy        | 111        | 43.02      |
| Mechanics                              | 26         | 10.08      |
| Grammar                                | 32         | 12.40      |
| All                                    | 24         | 9.30       |
| <b>Total</b>                           | <b>258</b> | <b>100</b> |

Based on the results of the table, genre-based language instructional materials are meticulously crafted, resulting in three modules designed upon identifying the least proficient syntactical structure domain and the two least accomplished aspects of the rubric's descriptive criteria for written discourse performance. These modules are organized logically and systematically to guide both language teachers and students toward achieving the objectives. Each module includes an overview of the program, usage guidelines, and a table of contents.

## DISCUSSION

The study examined the written discourse performance of Grade 11 Senior High School students, with a focus on their sex, reading material preferences, and academic strands. The demographic profile revealed that the majority of respondents were female. This gender distribution aligns with broader trends observed in educational research, where females often demonstrate higher engagement with reading materials and slightly elevated levels of language proficiency compared to their male counterparts (Pagal et al., 2017). Understanding this gender distribution provided a robust foundation for further analyses and ensured that the findings reflect the characteristics of the student population.

In terms of reading material preferences, the data highlighted a diverse range of choices, with e-books and social media emerging as the most frequently preferred combination. This finding corresponds with contemporary literature emphasizing the increasing prevalence of digital literacy among adolescents, who frequently consume online content for both academic and recreational purposes (Lenhart, 2018). The significant preference for social media as a reading platform underscores the necessity of integrating digital tools into literacy instruction to leverage their potential for language development. Additionally, the academic strands of the respondents were varied, with the Science, Technology, Engineering, and Mathematics (STEM) strands being the most represented. This observation mirrors the growing emphasis on STEM education globally, driven by the demand for skilled professionals in science and technology fields (National Science Board, 2020).

Analysis of written discourse performance revealed that the majority of students fell within below-average to poor performance levels. Notably, no respondents achieved above-average or excellent performance. This result underscores a critical gap in current instructional approaches and highlights the urgent need for targeted interventions to improve student's writing skills, particularly within the context of academic discourse. These findings align with Graham et al. (2021), who emphasize the importance of explicit, evidence-based writing instruction in enhancing syntactic complexity, vocabulary use, and overall writing quality. Such interventions are essential for elevating students from below-average performance levels to higher proficiency.

Furthermore, Bangert-Drowns et al. (2004) argue for the integration of authentic writing experiences and meaningful feedback in instructional practices. Their meta-analysis indicates that writing-to-learn strategies significantly enhance students' ability to construct coherent arguments, organize ideas effectively, and adhere to grammatical conventions. Similarly, Troia and Olinghouse (2019) emphasize the value of targeted practice and constructive feedback in developing advanced analytical and organizational writing skills. Collectively, these findings advocate for a systematic overhaul of instructional methodologies to address the evident deficiencies in written discourse performance.

The analysis revealed no significant differences in written discourse performance between male and female respondents, indicating comparable levels of proficiency across genders. The equitable distribution of writing abilities across genders reinforces the need for instructional strategies that address individual student needs rather than perpetuating gender-based stereotypes. Educators should prioritize inclusive pedagogical practices to support all students in developing robust written communication skills.

Significant differences in written discourse performance were observed based on respondents' preferred reading materials. Students who engaged with a combination of novels, e-books, and social media demonstrated the highest levels of performance. This trend may be attributed to the linguistic complexity and cognitive demands associated with diverse reading materials. Exposure to varied genres, such as literary works, academic texts, and informational articles, equips students with a broader repertoire of syntactic structures

and rhetorical styles, thereby enhancing their writing proficiency. Supporting this, Hassan et al. (2021) found that diverse reading habits positively influence language acquisition and writing performance.

Similarly, Atayeva et al. (2022) demonstrated a significant relationship between reading habits and writing proficiency in college students. The findings of the study revealed that regular engagement with diverse reading materials fostered higher levels of written discourse performance. This underscores the importance of encouraging students to explore a variety of texts to strengthen their linguistic competencies.

No significant differences in written discourse performance were observed between students in the STEM and Humanities and Social Sciences (HUMSS) strands. However, this finding contradicts Cepillo (2024), whose research found that d a strong preference for HUMSS and ICT strands among students, with satisfactory research writing skills in some areas but needing improvement in identifying literature gaps, writing clear methodologies, and connecting findings to broader frameworks. Further, the uniformity of performance across strands emphasizes the need for a unified approach to writing instruction that equips students with transferable skills applicable across academic disciplines.

The findings highlight the critical importance of mastering linguistic fundamentals, such as transitions and logical organization, to excel in academic writing. To address these gaps, comprehensive instructional interventions should be developed to enhance students' language proficiency and written discourse capabilities. Reforsado and Raymundo (2024) underscore the value of targeted language instruction that caters to diverse learning needs while promoting both digital and print literacy. By fostering these competencies, educators can better prepare students for academic success and lifelong language proficiency in an increasingly digital world. Finally, the study emphasizes the necessity of evidence-based instructional strategies and the integration of diverse reading materials into the curriculum to address deficiencies in written discourse performance. These measures are crucial for empowering students to achieve higher levels of proficiency and for meeting the demands of academic and professional communication.

## CONCLUSION

Based on the findings of the study, several key conclusions emerged regarding the written discourse performance of Grade 11 Senior High School students. The results underscored the critical need for targeted interventions aimed at enhancing writing proficiency among students. Educators may prioritize explicit instruction and practice in syntactical structures across various communicative contexts to address varying levels of mastery observed among students. The study highlighted the urgency of interventions to improve students' written discourse performance, as many demonstrated below-average to poor proficiency in constructing coherent and effective written texts. Implementing genre-based writing pedagogy aligned with academic genres can provide students with essential skills in critical thinking and argumentation necessary for proficient academic writing.

Additionally, promoting a culture of reading diversity and providing access to a wide range of literary and informational texts are crucial. Students engaging with diverse reading

materials demonstrated higher levels of written discourse performance, emphasizing the role of reading habits in shaping language skills. Integrating extensive reading practices into language instruction can significantly enhance students' linguistic and writing abilities.

Moreover, the study found no significant differences in the written discourse performance based on demographic factors such as sex and academic strands, suggesting equitable language skills among Grade 11 students regardless of gender or academic specialization. However, further research was deemed needed to explore individual differences in these competencies and develop targeted interventions accordingly. These conclusions contribute to advancing educational practices aimed at fostering stronger communication skills among high school students, thereby supporting their overall academic development and lifelong learning.

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### CONFLICT OF INTEREST

The authors declare no conflict of interest.

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Review Article

# Harnessing Students' Creativity and Participatory Learning: A Step-by-Step Guide to Conducting Project-Based Digital Photovoice in ESP Teaching

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## ABSTRACT

This article presents a step-by-step guide to implementing a project-based digital photovoice in the context of English Language Teaching (ELT). While photovoice has been widely used as a pedagogical strategy in ELT, there is limited research on digital photovoice (DP) that integrates documentary photography, interviews, and web-based graphic design tools. Building on a series of DP initiatives, this article explored how DP-based instructions facilitate students' autonomous, authentic, flexible, collaborative, and participatory learning activities beyond the classroom. The process began with engaging students in photo-taking activities, where they took photos of the objects in their surroundings based on the project's theme. Subsequently, they conducted interviews with relevant informants to gather information about the images. The students then analyzed the images and interview data as primary sources to create the DP. Finally, they used Canva, a web-based graphic design tool, to produce the DP and share it digitally through social media applications. This approach has implications for integrating the DP project into Computer-Assisted Language Learning (CALL) innovation and pedagogy.

**Keywords:** *Digital photovoice, SMEs, authentic learning, CALL, and innovation*

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## INTRODUCTION

In the future, ESP need to reconsider technology's role, the impact of ESP on second language acquisition, ESP in new technical, scientific, and professional sectors, new contexts, and new educational notions (Laborda & Litzler, 2015). Therefore, there is a call for innovative approaches to integrate digital technologies into professional learning practices. Photovoice is one of the methodological approaches to qualitative research that integrates visual method to engage students in a participatory learning (Yang, 2023). Moreover, project-based digital photovoice is an innovation in language learning and CALL pedagogy that integrates documentary photography, interview, and web-based graphic design tool for designing meaningful project-based instructions. Aboulkacem et al. (2021) terms it as photovoice 2.0. It aims to provide students with collaborative, flexible, and authentic learning experiences (Dabner et al., 2012; Laur, 2013; Madoyan, 2016). Grounded in a series of DP projects, this paper suggests a DP framework encapsulated from the teachers' and learners' experiences and reflections who have participated in the projects (Anas, 2019; Anas et al., 2021; Nur & Anas, 2022). These studies were conducted in the vocational higher education context (henceforth VHE), where the project-based learning (PBL) policy was enacted. Recently, the researchers investigated the EFL students' attitudes toward the DP project and found that most students expressed positive feelings, emotions, beliefs, and behaviors against it. However, amotivation (Ryan & Deci, 2020) became a strong predictor hampering the students' from the actual implementation of the DP project, such as the lack of digital literacy skills and limited attempts at PBL and photovoice activities. With this in mind, it is necessary to provide a framework for conducting DP in language education to assist EFL teachers in designing their project-based instructions.

*"Digital photovoice in ELT fosters autonomy and collaboration by merging photography, interviews, and design tools, making learning more immersive and dynamic."*

This step-by-step guide was developed after examining, implementing, and modifying photovoice procedures to match the needs of ESP learning in a vocational education setting (López et al., 2005; O. Latz & Mulvihill, 2017; Sutton-brown, 2014; Wang & Burris, 1997). It is a novel integration in which the project did not only involve documentary photography but also allowed the participants to collect information through the interviews. They used their semiotic senses and factual information to produce meaningful DP products. First, they used their material senses (e.g., sight, sound, smell, touch, and taste) to figure out and understand their surroundings (Mahboob, 2019). For instance, students used their vision, scent, and touch senses to comprehend an environmental snapshot (e.g., plastic waste, water pollution, sanitation, and industrial waste). Second, students used their socio-semiotic senses (e.g., thoughts, opinions, values, and orientations) to discuss the collected photographs and interview recordings to develop meaningful interpretations of social realities and phenomena.

The DP innovation described below mainly emphasizes the teachers' role as project managers and learning facilitators. Thus, teachers of English as a Foreign Language (EFL)

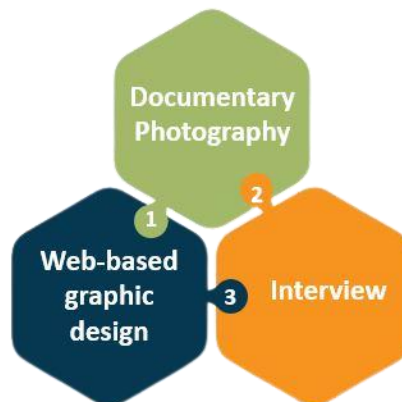
can use this framework to assist students in staying on track and completing their work in a successful and meaningful way. Overall, there are nine stages of doing a DP project: 1) project orientation, 2) participants selection, 3) workshops on DP, 4) project themes selection, 5) project implementation, 6) group discussion, 7) DP production, 8) DP dissemination, and 9) project reflection. Therefore, it will provide participants with the technical knowledge necessary to execute the project.

### PROJECT-BASED DIGITAL PHOTOVOICE

Project-based digital photovoice consists of three interrelated components: 1) documentary photography, 2) the interview, and 3) web-based graphic design. The students must possess these prerequisite skills before doing the project. In this digital era, photovoice is not only about the matter of photo-taking abilities but also about verbal communication and digital literacy skills. Students' material senses can be used to interpret photography, and their socio-semiotic senses can also be used to elaborate on interviews and graphic design tasks (Mahboob, 2019). Nevertheless, social semiotics is a powerful tool for understanding social phenomena (Halliday & Hasan, 1991).

**Figure 1.**

*Project-based digital photovoice interrelated components*



#### Step 1: Project orientation

The orientation session includes the definition, purposes, goals, objectives, sample activities, and practical considerations of the DP project. The purpose of orientation is to give participants an overview of the activities and familiarize them with pertinent topics. The students need to know what DP is about and how it works in language-learning encounters. The most important thing about this part is providing the students with sample projects to help them figure out the characteristics of the project. Trott et al. (2018) asserted that teachers must show an example and demonstrate it in front of the students. It aims to motivate and encourage students to develop their imagination for sense-making and meaning

construction. In ELT, for example, the teacher showed a sample project entitled “bye-bye plastic bags” that integrated environmental issues into language education (Nur et al., 2022).

#### *Orientation# sample 1*

A DP project with the theme “household waste management” was initiated to increase students’ awareness of environmental issues caused by irresponsible human behaviors. The teacher walked the students around the housing complex during the orientation session. It aimed to orient them on how household waste was managed. The teacher showed the garbage disposal, bags, and trash strewn everywhere. The teacher then asked the students to express their feelings and emotions about what they saw, smelled, and touched.

#### *Orientation# sample 2*

A DP project was initiated to mediate business English learning for business administration students in vocational higher education. The project theme was “Small and Medium Enterprises (SMEs).” The teacher introduced the project and its purposes. Then, the teacher played several videos about SMEs and explained their characteristics. After that, the students were allowed to ask questions, give comments, or respond

Samples 1 and 2 show the teachers’ strategies to introduce the project to students. They used two different orientation strategies: site visits and video viewing. Site visits aimed to show the students the real environmental problems to open their horizons and understanding of the issue. They are not compulsory; however, they are options that can be taken as part of the orientation process. Each teacher has a unique approach to the Introduction. Thus, various alternatives can be chosen.

## **Step 2: Participants recruitment**

In this study, the recruitment of participants followed a mixed approach that combined both open and targeted recruitment strategies. Initially, the project was advertised within the educational institution through both digital and physical channels (Jarldorn, 2019). Posters containing detailed information about the project—including its name, theme, goals, objectives, eligibility criteria, and benefits—were displayed around the school. In addition, an announcement was made through the institution's official social media platforms, such as WhatsApp groups, Facebook, and Instagram, to reach a broader audience.

For language learning courses, participant recruitment was compulsory for students enrolled in the relevant courses. However, the approach was participatory, as the teacher negotiated with students on how they would engage with the project. Students were informed about how the project aligned with their language learning objectives and how it could enhance their skills. Each student was required to sign a consent form, indicating their willingness to participate after receiving full information about the project’s purpose and structure.

### Step 3: Workshop on DP

Before starting the project, it was necessary to ensure that all required tools were ready for use. These included digital cameras, smartphones, tablets, voice recorders, laptops or desktop computers, and web-based image processing tools such as background remover (<https://www.remove.bg/>) and Canva (<https://www.canva.com/>). With advances in digital technology, many of these functions could be consolidated into a single device – smartphones – which could be used for photo-taking, voice recording, image processing, and digital content dissemination. In this project, students were asked to follow a Bring Your Own Device (BYOD) approach, where they used their personal smartphones, laptops, and tablets to participate in the project.

To ensure that all participants were familiar with the necessary tools and applications, training sessions were conducted. These sessions focused on how to use the image processing tools, specifically remove.bg and Canva, to edit and enhance their digital content. This training was provided during the prerequisite workshops, which took place before the project assignment phase. Ensuring that participants were comfortable with the technology was an essential step to prepare them for successful project execution.

#### Workshop 1: *Workshops on doing photography*

Photography is an effective way to capture social phenomena and realities (Kirova & Emme, 2006). Students can use this technique to document their surroundings, such as environmental issues (e.g., waste management, air pollution, global warming), business activities (e.g., SMEs, traditional markets, and street vendors), and engineering works (e.g., manufacturing process, welding jobs, and materials testings). These sectors are the only examples where DP can be undertaken. DP is a broad and general concept that can be adapted to any discipline (Sutton-brown, 2014; Wang & Burris, 1997), especially in vocational higher education. In the business English learning context, students must address the following questions before they begin.

- a. What to photograph? What is the theme?
- b. Where can they find the objects?
- c. How do they capture attractive photos (e.g., angles, lighting, background, etc.)?
- d. Where to save the digital photos?
- e. How do they organize the collected images (mainly editing and production)?
- f. How to interpret the photos? What perspectives can be used?

Teachers, as project managers, might not be able to transfer all these skills to their students. They can involve experts (e.g., photographers, graphic designers, and image editors) to help them with the workshop. The participation type of these experts can be voluntary or paid jobs depending on the teachers' negotiation with the relevant parties.

**Table 1**

Workshop on doing photography

| <b>Theme</b>      | Environmental issues in language education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Length</b>                                               | 3-4 hours                                                                                                                                                   |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sub-themes</b> | Plastic waste, water pollution, industrial waste, poor sanitation, air pollution, and deforestation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Tools</b>                                                | Digital camera, tablet, or smartphone (BYOD)                                                                                                                |
| Session 1         | [Introduction] <ul style="list-style-type: none"> <li>- Introduce the themes and sub-themes to students</li> <li>- Identify the objects relevant to the themes and sub-themes (e.g., strewn trash, polluted canals/river, factory smoke, and vehicle emission)</li> <li>- Identify the location where the students can take the photos. For instance, tell the students to go around the housing complex and identify how trash is managed?</li> </ul>                                                                                                                                                                                                                                                       | PIC:<br>The teacher                                         | <i>Expected outcome:</i> the students understand the project theme and sub-themes, thus knowing what to photograph.                                         |
| Session 2         | [Technical workshop on photography] <ul style="list-style-type: none"> <li>- Introduce the tools</li> <li>- Capturing attractive photos. The trainer teaches the participants how to use a digital camera appropriately, including its functionalities and troubleshooting</li> <li>- Positioning and lighting. The trainer teaches the students to take pictures from the right angles and focus.</li> <li>- Digital storage. The trainer teaches the students to save the photos in the cloud, such as google drive, dropbox, or other relevant online repositories.</li> <li>- Image editing. The trainer teaches the students to edit the image by adjusting contrast, background, size, etc.</li> </ul> | PIC:<br>photographers, graphic designers, and image editors | <i>Expected outcome:</i> the students have knowledge and understanding of using the tools, take digital pictures, edit, and save them in digital format.    |
| Session 3         | [Interpreting the photos] <ul style="list-style-type: none"> <li>- Identify the image properties (e.g., title, location, and caption)</li> <li>- The principles for interpreting photographs (Barrett, 2010)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | PIC: The teacher or experts in visual discourse analysis    | <i>Expected outcome:</i> the students are expected to be able to interpret the photos from different perspectives (e.g., social, economic, political, etc.) |

Table 1 shows the workshops' properties covering three sessions of photography skills development. It is crucial to note that the photography project can involve experts, practitioners, visual discourse analysts, and other relevant professions. All the jobs described in Table 1 cannot rely on the language teachers only but also on other contributors who have the expertise in designated skills. Thus, the participation of several practitioners will provide fresh nuances to student learning as they obtain knowledge from specialists.

### Workshop 2: *Workshops on doing the interview*

Interpreting the visual data is less than enough without factual information about the objects. However, it necessitates the students' social communication and interview skills to carry out the job effectively. The project managers must prepare the students to conduct the interview confidently and efficiently, either offline or online. For the DP project, students must be equipped with basic interview skills as follows:

**Table 2.**

*Workshop on basic interview skills*

| Stages               | Descriptions                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Before the interview | [Before conducting the interview, the students need to:] <ul style="list-style-type: none"> <li>- study the project theme and sub-themes</li> <li>- identify the goals and objectives of the project</li> <li>- identify relevant questions</li> <li>- get the tools ready for the interview (e.g., smartphone or voice recorder)</li> <li>- practice the interviewing skills</li> </ul> |
| During the interview | [In this part of the interview, students need to know how to:] <ul style="list-style-type: none"> <li>- get access to the respondents</li> <li>- ask questions politely and professionally</li> <li>- prompt the questioning techniques, elicit detailed information and probe the interview questions</li> <li>- apply the interview ethics</li> </ul>                                  |
| After the interview  | [At the end of the interview, the students need to:] <ul style="list-style-type: none"> <li>- thank the interviewees</li> <li>- collect and save the interview recordings</li> <li>- be able to interpret the interview data</li> <li>- analyze and summarize the information</li> </ul>                                                                                                 |

### Workshop 3: *Workshops on Canva-based graphic design tool*

Digital photovoice combines photography with digital technology, and Canva is a web-based tool that facilitates the creation of graphic design materials, such as photo galleries, posters, banners, and presentations. The selection of Canva for this project was based on several factors: it is free to use (except for the paid Pro version), easily accessible, simple with drag-and-drop functionality, integrated with social media handles, and efficient in terms of time.

For this project, participants used the free version of Canva, which provides sufficient functionality for most design needs, including image uploading, basic editing, and content sharing. However, it is important to be mindful of the ethical use of free sources, particularly in avoiding any copyright violations. Students were instructed to use either their own images or images from copyright-free resources (such as Unsplash, Pixabay, or Canva's free image library) to ensure compliance with copyright laws. They were also advised to

carefully review the licensing agreements when using any images or design elements available on Canva or other platforms to avoid any misuse of copyrighted content.

Since digital literacy can vary among students, it was essential to investigate their digital competence (Son et al., 2017), especially when using new tools for the first time. Therefore, the workshop included training to equip students with adequate skills to use Canva for their digital photovoice project. A task-based approach was adopted, where students practiced the following tasks to familiarize themselves with Canva:

1. watch Canva tutorial videos on Youtube
2. attend the Canva tutorial delivered by the teacher or expert in the field
3. create an account on Canva
4. upload images to Canva (any images for practice only)
5. create a simple poster using the uploaded images
6. generate the links to the digital posters
7. share posters in the WhatsApp group

This step-by-step tutorial was designed to prepare students for the project. While many students are considered digital natives (Prensky, 2001), initial attempts to use the tool may still be clumsy and slow. Therefore, students were given ample opportunity to practice and become familiar with Canva's features before starting their projects.

#### Step 4: Project design and theme selection

The project design can be individual or group work, depending on the learning goals and objectives. This section provides examples of digital photovoice-based language learning project designs. The themes were selected to promote the students' critical thinking and problem-solving skills regarding environmental issues, business English, mechanical, civil, and electrical engineering.

**Table 3.**  
*DP projects in practice*

| Themes/ sub-themes                                                     | Contexts                            | The projects                                                                                                                                                                            | Length of projects |
|------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Climate actions in language education: <i>plastic waste management</i> | Chemical engineering                | Photovoice the environmental problems caused by plastic waste.                                                                                                                          | 3-5 weeks          |
| Small Medium Enterprises (SMEs): <i>street vendors</i>                 | Business Administration             | Photovoice the business activities run by the SMEs. It includes sales outlets, marketing tools (e.g., banners, flyers, brochures, etc.), business interactions, products, and services. | 3-4 weeks          |
|                                                                        | Mechanical Engineering (Automotive) | Photovoice how the local mechanics repair injection motorcycles.                                                                                                                        | 3-4 weeks          |

|                                                     |                        |                                                                                         |           |
|-----------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------|-----------|
| Building construction: <i>building construction</i> | Civil engineering      | Photovoice the building construction problems/failures in the town.                     | 3-4 weeks |
| Electrical circuit: <i>troubled circuit</i>         | Electrical engineering | Photovoice troubled electrical circuit in your house. Provide solutions for the issues. | 2-3 weeks |

The projects were designed to increase the student's knowledge and understanding of authentic problems in the field, thus generating solutions to overcome the issues. The DP project is a broad and general education concept adaptable to different learning contexts. Vocational higher education has significantly contributed to ESP pedagogy and content language integrated learning (CLIL).

### Step 5: Conducting DP project

Once the theme and sub-themes have been selected, the students can go further to start their projects. They underwent four consecutive stages: planning the project, site visits (observations), respondent interviews, and data analysis.

#### Stage 1. *Planning the project*

In this stage, students worked in groups or individually to plan the project. They planned and organized their activities from the beginning to the end of the project. Then, they prepared all things needed for the project, such as timetable, tools, portfolio, interview questions, etc.

#### Stage 2. *Site visits and observation (photo-taking activity)*

The students visit the location/site to observe the objects under investigation. In business English learning, for example, the students visited the culinary area where street vendors run their businesses. They walked around the area and observed the business activities between the visitors and sellers. They took photos of the sales outlets, standing banners, menus, facilities, business interactions, and culinary products. With these activities, students learned from the authentic business activities that shaped their knowledge and understanding of small businesses. The collected photos conveyed business realities that hosted a lot of meanings, thus allowing the students to express their opinions, suggestions, objections, and critiques.

#### Stage 3. *Interview the relevant respondents*

Based on the collected photos, the information about the objects might be less than enough. Therefore, the students-initiated interviews with business owners, waitresses, and visitors. It aims to increase the student's understanding of the objects they photographed. The interview can be conducted separately depending on the informants' availability.

#### Stage 4. Analyze and interpret the data (images and verbatim)

The photos and interview recordings were collected and analyzed. The results were then discussed with other students to obtain necessary information about the objects. The discussion can be done offline and online with Zoom or Google meet mediated platforms.

#### Step 6: Create and produce DP

The main output of this project is the student-created digital photovoice product, necessitating all groups to work on Canva (visit <https://www.canva.com/>) to design and produce their DP galleries. The students will have autonomy in selecting any templates available on the platform, thus triggering their creativity in creating their products. As a result, all groups will produce their own designs in several digital formats, such as PDF, JPG, PNG, GIF, PowerPoint, and web-based gallery display.

**Figure 2.**

*Student-created digital photovoice on SMEs*



(visit: <https://bit.ly/3DBOhSn>)

Figure 2 shows an example of a student-created digital photovoice with Canva. Group 2 visited a Car Free Day (CFD) event on a Sunday morning to explore the SME's activities. They walked around the venue and observed the people's activities. They also took pictures of the SMEs selling along the edge of the road. After they took some photos, they approached the sellers to initiate an informal conversation/interview (without disturbing their selling activities) regarding their businesses. In this stage, the students learned communication and negotiation skills to start a conversation with the business owners. Therefore, the students were instructed to follow public photography and interview ethics, where they had to request permission to do the jobs. The following is one of the products produced by group 2; the photos' faces are covered for ethical reasons.

#### Step 7: Share and disseminate the products

Once the students completed the DP production project, they finally entered the exhibition stage, where they shared their DP products in digital formats through social media

applications (e.g., WhatsApp, Facebook, or Instagram). In this project, the students shared their DP products within a micro-reality context of a classroom exhibition. They shared the link or the files within the WhatsApp group, and then other students visited and gave their responses to the products. The product comments represent students' emotions, feelings, beliefs, opinions, and expectations, thus shaping their behavioral attitudes toward the project (Maio et al., 2019). They expressed their mixed feelings and emotions about the products, such as likes, dislikes, agreement, and disagreement. We asked one simple question, What do you think about the DP products? The responses were in Indonesian and have been mediated into English.

*All the names are pseudonyms*

I think group 2 did it well on Canva. However, little information about marketing and promotion strategies. I think it is essential to know the realities to learn from them. (Gani)

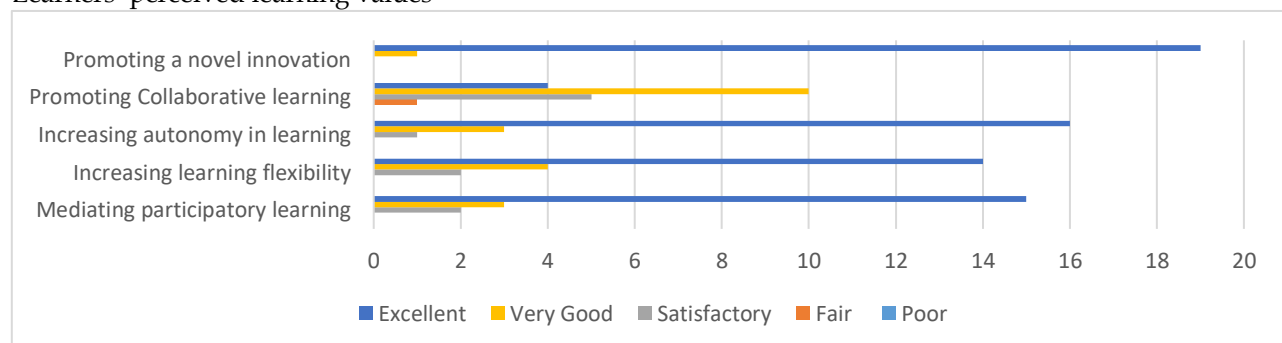
I have seen all the products, and in my opinion, they are all good. They provide enough information about the SMEs, but groups 4 and 5 should add some information about the visitors' views on food hygiene and safety. (Nayla)

The students' responses, comments, and opinions about others' group products encourage them to be more reflective and critical. By sharing the products with others, the product's owner will receive valuable input, thus increasing their awareness of the strengths and weaknesses of their work. Thus, they will recognize the importance of their work (Marques & Reis, 2017).

### Step 8: Reflect on the project

In this stage, a reflection form was distributed to all students to evaluate their own work, including suggestions for future DP implementation. The online reflection activity used a Google form to collect the students' perceptions about the project. The form consists of seven reflective questions (for detail, visit: <https://forms.gle/e3aMZ1D9nCmMHRD69>). It includes the students' perception of the learning values, contribution to learning, the clarity of the project, the valuable aspects of the project, the disadvantages of the project, and their expectations in future attempts.

**Figure 3.**  
Learners' perceived learning values



Student's vignette 1: *feelings and emotions*

Undoubtedly, I enjoy this endeavor. It is a flexible and entertaining activity. I really appreciate the photographic technique because it is authentic and natural. I am normally not a fan of monotonous classroom learning situations. It adds a new dimension to learning without textbooks and exercises. (Obe)

I like taking photos with my smartphone, and this project provides a great opportunity to learn English with technology. Learning outside the classroom is one of the learning methods I have been waiting for since I entered the school. Until now, we have just studied in class; we have never participated in any learning activities outside the classroom. This project gives a different atmosphere of learning engagement, which I appreciate. (Ifah)

Student's vignette 2: *knowledge and beliefs*

The project is new to me, but I like and enjoy doing it. I believe that students from other classes will like it too. I talked to a friend from class 2b about the project. She is curious and interested in the project. However, it has financial consequences because the school does not cover the operational fees. Consequently, we had to spend our money on transportation, food, and the internet. (Salsa)

I think my understanding of the subject is much better with this method. I think it will also work in other themes. I like the project because we learn from real sources and increase our understanding of social realities. (Adi)

From vignettes 1 and 2, the students have positive feelings, emotions, and beliefs toward the implementation of the project. They all believe that DP is an innovative approach to business English learning. However, the results might differ if this method is adopted in different contexts. Therefore, following the DP framework and its procedure is necessary for better results.

## LIMITATIONS AND RECOMMENDATIONS

Although students perceive this method to be helpful, there are several drawbacks and limitations, including:

1. Time-consuming

DP project requires the participants to observe the social realities in which they must prepare all the DP tools and instruments, such as cameras, portfolios, interview questions, voice recorders, transportation, and operational fees. They had to check all the tools to ensure they worked properly and practice before the interview. Besides that, they had to conduct several meetings prior to the implementation of the project, so it was a lengthy process that consumed much time and effort.

2. Requires specific skills

This method might not be suitable for learners who have low digital literacy skills because it requires specific skills, such as the ability to work with digital cameras, computers/laptops, digital recorders, the internet, image processing tools, and web-based technologies.

### 3. Operational cost

The DP project has financial consequences for the participants, such as transportation, internet quota, food, drink, tickets, parking fee, and other expenses during the venue observation. If the school or institution provides financial support for the projects or facilitates the PBL activities, the lecturer and students can focus on the project without worrying about the operational fees.

### 4. Not suitable for a potentially harmful setting

Learning must also consider the safety aspect to protect learners from risky situations. The DP project should not be designed for a potentially hazardous environment, thus not putting the participants into dangerous situations. For example, DP should avoid observing restricted areas, such as conflict areas, wildlife, chemical waste polluted area, and any other places that can threaten the participants' lives.

## CONCLUSION

Project-based digital photovoice is a novel, innovative, powerful, and visceral approach to mediating the students' participatory, authentic, and collaborative learning beyond the classroom. This innovation is adaptable to CALL/MALL pedagogy that offers a new nuance of learning, thus increasing language learners' engagement and participation in a real-world learning environment. Thus, integrating these tripartite elements (*documentary photography, interview, and web-based graphic design tool*) can provide the students with meaning-making practices and an excellent opportunity to explore the authenticity of social realities. It can significantly improve the student's critical thinking and problem-solving skills. In business English teaching, for example, observing and photovoicing the SMEs help the students perceive the actual business activities from the viewpoint of business doers and stakeholders. More importantly, creating the DP products involved learners' self-navigation, imaginative thinking, critical viewpoint, and beliefs, thus shaping meaningful discussions upon interpreting the images. DP can be integrated with various themes in ELT, such as environmentally-based language education (Nur et al., 2022), ESP or vocational activities, EAP, and subaltern linguistics studies (Mahboob, 2019). Finally, this article suggests infusing the DP method into CALL/MALL pedagogy and digital language teacher professional development (Anas et al., 2022; Anas & Musdariah, 2018; Son, 2018, 2020). Language teachers need a space for continuing professional development (CPD) where they can share experiences, best practices, and challenges in their teaching practices (Vadivel et al., 2021).

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## CONFLICT OF INTEREST

No conflict of interest reported by authors



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Book Review Article

# Expanding Research Horizons: Exploring Less Frequently Used Research Methodologies in Applied Linguistics

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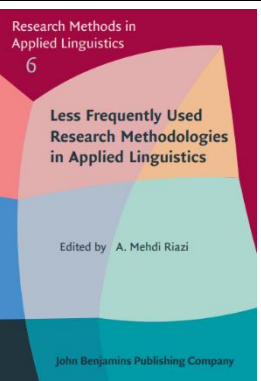
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## INTRODUCTION

The book *Less Frequently Used Research Methodologies in Applied Linguistics*, edited by A. Mehdi Riazi, explores underutilized research methodologies that offer fresh perspectives in applied linguistics. The book presents a range of approaches, including the multiperspectival approach (MPA), multimodal analysis, conversation analysis, grounded theory, phenomenology, narrative inquiry, and the repertory grid technique. Each chapter provides both theoretical foundations and practical applications, such as MPA's use in art and design communication, multimodal analysis in embodied teaching and textbooks, and conversation analysis in studying avoidance strategies. Grounded theory is examined in the context of extensive reading, while phenomenology sheds light on EFL learners' experiences of maintaining foreign language proficiency. Narrative inquiry is demonstrated through case studies from Senegal, and the repertory grid technique is explored for its potential in linguistic research. The volume concludes with a critical discussion of the challenges and contributions of these lesser-used methodologies, advocating for their broader adoption. By showcasing these alternative approaches, the book serves as a valuable resource for researchers seeking to expand their methodological repertoire in applied linguistics.

## BOOK CONTENTS

Research in applied linguistics has traditionally relied on well-established methodologies such as experimental designs, surveys, and qualitative case studies. However, as the field continues to evolve, there is a growing need for alternative approaches that provide deeper insights into complex linguistic and social phenomena. *Less Frequently Used Research Methodologies in Applied Linguistics*, edited by A. Mehdi Riazi, addresses this gap by introducing lesser-known yet highly valuable research methodologies. This book presents a diverse set of approaches—including the multiperspectival approach, multimodal analysis, conversation analysis, grounded theory, phenomenology, narrative inquiry, and repertory grids—each offering unique perspectives and analytical tools for applied linguistics research.

For scholars and researchers, this volume serves as both a methodological guide and an inspiration for expanding their research horizons. By exploring these alternative methodologies, researchers can tackle specific research questions, analyze data from multiple angles, and uncover new insights that may not be accessible through conventional methods. The book's emphasis on real-world applications further enhances its value, demonstrating how these approaches can be used effectively in various subfields of applied linguistics. Ultimately, this volume encourages methodological innovation, fostering more comprehensive and interdisciplinary research in the field.

Chapters 2 and 3 explore the Multiperspectival Approach (MPA), highlighting its theoretical foundations and practical applications. Both chapters examine the exploration of MPA's foundations and applications, emphasize its role as a heuristic tool, focus on research design and implementation, and consider the challenges faced and solutions found during its application. In other words, these chapters provide a comprehensive understanding of

MPA as a research heuristic that allows scholars to explore the meaning of language in the lives of others at specific sites. By emphasizing discovery rather than mere searching, MPA facilitates an iterative learning process, enabling researchers to develop themes and bridge different perspectives through mutually corroborating insights.

Chapters 4 and 5 explore the integration of language with other communicative resources, such as images and gestures, through a multimodal lens. Chapter 4 introduces two approaches from a systemic-functional semiotic perspective: social semiotics and systemic functional multimodal discourse analysis (SF-MDA). It covers their theoretical foundations, shared functionalist origins, and applications in applied linguistics, along with data collection methods, analytical processes, and critiques, particularly through the use of eye-tracking technology. Building on this, Chapter 5 applies these approaches to embodied teaching and language textbook analysis, providing case studies that demonstrate the relevance and implementation of multimodal analysis in these areas, while also reflecting on the challenges encountered during their application in applied linguistic research contexts.

Chapters 6 and 7 both explore the application of conversation analysis (CA) in second language acquisition (SLA), with Chapter 6 introducing CA as a methodology for studying naturalistic language use and contrasting it with cognitive approaches to SLA. It covers the fundamentals of CA, such as its research questions, data collection and transcription methods, key concepts like turn-taking and repair, ethical considerations, and critiques of CA, while promoting dialogue between cognitive and socially-oriented SLA researchers. Chapter 7 builds on this by applying CA to the concept of avoidance in language use, traditionally studied in cognitive SLA, and reinterpreting it through a longitudinal CA methodology. It illustrates how ethnographic data and participant-driven interactions can reveal the verbal strategies used to achieve avoidance over time, and discusses how CA can uncover the simultaneous pursuit of conflicting agendas by different participants. Together, these chapters show how CA provides a powerful framework for understanding language behavior, emphasizing its value in SLA research by offering insights into social interactions and language strategies that go beyond cognitive models.

Chapters 8 and 9 focus on the application of Grounded Theory Methodology (GTM) in applied linguistics. Chapter 8 introduces GTM, outlining its procedures, benefits, and limitations, and discusses its role in generating theories about social interactions in classrooms, with an emphasis on its use in enhancing teaching practices. Chapter 9 applies GTM to Extensive Reading (ER), a method that promotes large-scale reading for language learners, exploring the social processes within ER classrooms and the unique insights gained from using GTM. Both chapters highlight how GTM can deepen understanding of language teaching and learning.

Chapters 10 and 11 focus on phenomenology in research. Chapter 10 introduces its foundational concepts, compares transcendental and interpretative forms, and explains its unique approach to qualitative research, including data collection, analysis, and ethical issues. Chapter 11 applies transcendental phenomenology to explore EFL learners'

proficiency maintenance in a context where English has no social function, detailing the methodology's implementation and the challenges faced. Both chapters emphasize Phenomenology's ability to explore subjective experiences with objectivity.

Chapters 12 and 13 explore the use of narratives as both analytical and methodological tools in research. Chapter 12 examines the role of narratives in communication, highlighting their interactional dynamics across cultures and how they shape and are shaped by context. It emphasizes that narratives are not only studied for their content but also for their pragmatic effects in real-time interactions. Chapter 13 demonstrates how narratives can reveal interactional patterns, using two case studies from Senegal and Northern Italy to show how identity and stance are co-constructed through storytelling practices. Both chapters advocate for studying narratives as situated speech events, rather than merely as texts, to uncover deeper interactional dynamics.

Chapters 14 and 15 focus on the Repertory Grid Technique (RGT), which helps uncover how participants perceive objects, events, or people through comparisons. Chapter 14 explains RGT's theoretical foundations and its application in SLA and language education, providing both qualitative and quantitative insights. Chapter 15 applies RGT to classroom assessment, revealing how teachers' grading reflects underlying teaching values in a Japanese EFL course. Both chapters showcase RGT's adaptability and its ability to uncover deep insights into educational practices.

The closing chapter of the book reflects on the challenges and contributions of less frequently used research methodologies in applied linguistics. It emphasizes how these methodologies, such as MPA, multimodality, conversation analysis, grounded theory, phenomenology, narrative inquiry, and RGT, offer valuable alternative perspectives that expand traditional research approaches. The chapter underscores the potential of these methods to enrich the field of applied linguistics, encouraging scholars to explore innovative tools for uncovering new insights into language and learning.

## AUTHORS' ARGUMENTATION

The chapters in "Less Frequently Used Research Methodologies in Applied Linguistics," particularly those focusing on the Multiperspectival Approach (MPA) and multimodal analysis, underscore the necessity for innovative methodologies that transcend traditional paradigms in applied linguistics. MPA, as discussed in Chapters 2 and 3, serves as a heuristic tool that enables researchers to explore language's multifaceted meanings within specific contexts, fostering an iterative learning process that emphasizes discovery over mere searching. This aligns with recent studies advocating for methodological innovation in applied linguistics, which highlight the importance of diverse perspectives in understanding complex linguistic phenomena (Li et al., 2023). Furthermore, the integration of multimodal analysis in Chapters 4 and 5 illustrates how combining language with other communicative resources, such as images and gestures, can provide richer insights into language use and teaching practices. This approach is supported by contemporary research that emphasizes the significance of multimodality in communication, suggesting that

language cannot be fully understood in isolation from other semiotic resources (Conklin & Pellicer-Sánchez, 2016).

The exploration of conversation analysis (CA) in Chapters 6 and 7 further illustrates the potential of alternative methodologies in applied linguistics. By contrasting CA with cognitive approaches to second language acquisition (SLA), these chapters reveal how CA can uncover the intricacies of social interactions and language strategies, offering insights that cognitive models may overlook. This is echoed in current literature, which emphasizes the value of CA in understanding language behavior within social contexts (Block, 2016). Additionally, the application of Grounded Theory Methodology (GTM) in Chapters 8 and 9 highlights its effectiveness in generating theories about social interactions in educational settings, thereby enhancing teaching practices. Similarly, phenomenological approaches discussed in Chapters 10 and 11 provide a framework for exploring subjective experiences, further enriching the methodological landscape of applied linguistics. Collectively, these chapters advocate for a broader acceptance of innovative methodologies, encouraging researchers to embrace diverse approaches that can yield deeper insights into language and learning (Ghanbar, 2024; , Yahya, 2023).

## CONCLUSION

This book offers valuable insights into underutilized methodologies that can significantly enrich the field of applied linguistics. Through its exploration of diverse approaches – such as the Multiperspectival Approach (MPA), multimodality, conversation analysis, grounded theory, phenomenology, narrative inquiry, and Repertory Grid Technique (RGT) – the book demonstrates how these methods provide fresh perspectives on language and learning. By moving beyond traditional research frameworks, the chapters offer innovative ways to study language use, social interactions, and teaching practices, highlighting the adaptability and practicality of each methodology in various contexts. The book also acknowledges the challenges these methodologies may present, but emphasizes their potential to contribute to a deeper understanding of the complexities of language and its role in society. For applied linguistics scholars and researchers, this book serves as a timely and thought-provoking resource, encouraging them to adopt and integrate these less frequently used methodologies into their own research to expand the boundaries of the field.

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## CONFLICT OF INTEREST

No conflict of interest reported by the author(s)

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# RIAL

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### About the journal

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

RIAL-EJ aims to showcase studies that contribute significantly to the advancement of English language teaching and learning within vocational contexts. By exploring topics related to ESP and vocational English education, the journal provides valuable insights into the effective use of English in professional settings. Authors are encouraged to align their submissions with these areas of focus to ensure their work is relevant and impactful.

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

Sincerely,

**Ismail Anas**

Editor In-Chief