

Advancing English Proficiency: A Development of the CESDEA Model in Distance Learning

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ABSTRACT

This study explores the evolution and implementation of the CESDEA model (Contraction, Stimulation, Explanation, Demonstration and Assessment.) an approach designed to enhance distance learning in English speaking. The model is meticulously crafted to address the challenges posed by remote education and aims to provide an effective platform for English language acquisition. The research delves into the theoretical foundations, design principles, and pedagogical strategies underlying CESDEA. Drawing on advancements in technology and educational psychology, the model integrates interactive tools, multimedia resources, and adaptive learning techniques to create an immersive. The study also investigates the impact of the CESDEA model on student performance, motivation, and overall learning experience. Through a comprehensive analysis of data collected from participants, the research seeks to contribute valuable insights into the efficacy of the CESDEA model in fostering English proficiency in a distance learning context. The findings of this study have implications for the broader field of education and the ongoing discourse on innovative approaches to language learning in digital learning. The noteworthy shift from a pre-test score of 54 to 84.76 signifies a substantial enhancement in speaking skills through the application of the CESDEA model. This impressive quantitative result suggests that the model effectively contributes to the development of English-speaking proficiency. The substantial increase in scores implies a positive impact on learners' linguistic abilities, highlighting the efficacy of the CESDEA model in distance learning. Consequently, these findings underscore the potential of incorporating the CESDEA model into language education programs, emphasizing its role in fostering meaningful improvements in English speaking proficiency.

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1. INTRODUCTION

The Development of the Contraction, Stimulation, Explanation, Demonstration, and Assessment (CESDEA) Model Based on Distance Learning (DL). (La'biran, 2022) In English Speaking is grounded in the dynamic intersection of language education, technology, and pedagogical innovation. (Leadbeatter, 2021)The impetus for this study emerges from the evolving landscape of education, where the integration of distance learning has become increasingly prevalent. (Lucas, 2022) As the

demand for effective English language acquisition persists, there is a recognized need for innovative models that can adapt to the challenges and opportunities presented by remote learning environments.

This research delves into the historical evolution of language education methodologies. Aznar-Díaz et al. (2020) explore the shifts in pedagogical approaches and the emergence of distance learning as a viable platform for language instruction. The theoretical framework of the CESDEA model, encompassing Contraction, Stimulation, Explanation, Demonstration, and Assessment, is rooted in established educational theories and best practices. The study also addresses contemporary issues in English language learning, highlighting the importance of tailored strategies for effective remote instruction.

Furthermore, Chien et al. (2020) examine the current state of distance learning in English speaking contexts, considering the technological infrastructure, learner demographics, and instructional preferences. By investigating these contextual factors, the research aims to contribute to the development of a CESDEA model that is not only theoretically sound but also practically relevant and adaptable to the diverse needs of learners engaged in English language acquisition through distance learning modalities. Through this comprehensive background analysis, the study seeks to provide a robust foundation for understanding the motivations and contextual relevance of the CESDEA model in the realm of distance learning for English speaking proficiency.

The deeper background of the research on 'The Development of the Contraction, Stimulation, Explanation, Demonstration, and Assessment (CESDEA) Model Based on Distance Learning (DL) in English Speaking' involves a nuanced exploration of the multifaceted influences that have shaped the trajectory of language education and remote learning. Historically, Luukka (2023) language education has undergone transformative shifts, reflecting advancements in pedagogical theories, technological capabilities, and educational philosophies. (Ahmed, 2021) The evolution of teaching methodologies from traditional classroom settings to contemporary online environments has prompted a reevaluation of instructional models. Distance learning, fuelled by technological innovation, has emerged as a powerful avenue for delivering education, allowing for flexibility and accessibility in language learning (Enamorado & Vayá, 2022).

The theoretical foundation of the CESDEA model draws inspiration from established educational theories such as constructivism, experiential learning, and assessment principles. The integration of Contraction, Stimulation, Explanation, Demonstration, and Assessment components within (Chukhray et al., 2022) this model reflects a holistic approach to language instruction, emphasizing active engagement, targeted feedback, and personalized learning experiences. Contemporary (Saad et al., 2014) challenges in English language learning, especially in the context of remote instruction, include addressing diverse learner needs, mitigating digital disparities, and ensuring meaningful interaction in virtual spaces. The background of the research scrutinizes these challenges, acknowledging the complexities inherent in the intersection of language acquisition, technology, and distance learning.

Furthermore, Rigo & Mikus (2021) delve into the current state of distance learning in English-speaking environments, considering cultural nuances, socio-economic factors, and the varying levels of technological infrastructure. Understanding these contextual intricacies is crucial for tailoring the CESDEA model to meet the specific requirements of learners engaged in English language acquisition through remote platforms.

In essence, the comprehensive background analysis seeks to situate the CESDEA model within the broader landscape of language education, acknowledging its historical antecedents, theoretical underpinnings, and the contemporary challenges and opportunities that shape its relevance in the realm of distance learning for English speaking proficiency (Humaira, 2023).

Here remains a specific gap in the examination of the CESDEA model's adaptation to the unique requirements of learners involved in English language acquisition through remote platforms. The current study aims to build upon Rigo & Mikus' work by specifically focusing on the application and customization of the CESDEA model, ensuring its alignment with the distinctive challenges and opportunities posed by distance learning for English language proficiency. In this study, we discuss

the effectiveness of the CESDEA model in the distance learning process and explore students' perceptions regarding the implementation of this model.

2. METHODS

The ADDIE development method is employed in the development of the CESDEA Model in Distance Learning (DL) to enhance English speaking fluency. The research is used ADDIE model to analyse the research is an acronym for Analysis, Design, Development, Implementation, and Evaluation, which represents the stages in developing a learning program.

Analysis is conducted on the development of the CESDEA Model in distance learning, specifically focusing on English speaking contraction, stimulation, explanation, demonstration, and assessment, the Design stage is conducted to plan the learning program by formulating objectives, content, and teaching strategies, development stage is conducted to produce learning materials, develop activities and assessments, as well as test the program's suitability, the Implementation stage is conducted to introduce the learning program to users, the Evaluation stage is conducted to assess the effectiveness and efficiency of the learning program.

In the context of developing the CESDEA model, ADDIE can be utilized to design more effective and efficient learning strategies to enhance English speaking fluency for students engaged in distance learning. The analysis phase can be employed to comprehend the needs and challenges faced by students, while the design phase can be used to create a learning program that aligns with the requirements and learning objectives. The development phase involves crafting learning materials and activities in accordance with the CESDEA model, and the implementation phase is carried out to introduce the CESDEA model to users. Finally, the evaluation phase is conducted to assess the effectiveness and efficiency of the CESDEA model in improving English speaking fluency for students.

The sampling design can be done by identifying the target population to be sampled, in this study it will use a random method from 2 PBI classes at University 1 and 2 PBI classes at University 2 so the total population is 4 classes from two universities and each class consists of 25 students from each class so that the total research sample is 50 students from two universities, so that sampling will be selected 1 class randomly from each university. Furthermore, data collection needs and data collection techniques can be done by questionnaire or interview methods to collect information about the needs and perspectives of students related to the development of the CESDEA model. In addition, other data collection techniques such as observation, field notes, and audio or video recordings can also be used. However, (Morgan & Harmon, 2001) data collection techniques must be adjusted to the objectives and characteristics of the population under study. For example, if the PJJ students are located in an area that is difficult to reach, then the online or telephone interview method can be used to collect the necessary data. Hopefully, this information can help you understand the sampling design, data collection needs, and data collection techniques in the development of the CESDEA Model in Distance Learning (PJJ) to improve English speaking skills.

To achieve the purpose of this study, data was collected and analysed through interviews This study utilized a type of direct observation in which the researcher observes the subject in a specific situation by using technology such as live video recording, while not being involved in the life of the observed subject. In addition, interview instruments were used to facilitate students' opinions on the impact of implementing the CESDEA model using distance learning.

Data collection in this development research was carried out by means of tests, distributing questionnaires, and interviews. The data was analysed using data analysis techniques from Miles and Huberman (25), which consists of three main stages, namely: data presentation, data reduction data verification.

3. FINDINGS AND DISCUSSION

3.1. Finding

Based on the results of preliminary data obtained data on speaking scores from the English education study programme of University 1 and University 2 are as follows:

Table 1. students' preliminary speaking score

Students	English Education (Universitas 1)	English Education (University 2)	Average A+B
	Speaking Score Semester IV	Speaking Score Semester IV	
1	60	60	
2	20	70	
3	60	70	
4	50	60	
5	50	65	
6	50	50	
7	70	20	
8	70	20	
9	78	35	
10	50	70	
11	80	60	
12	78	81	
13	60	80	
14	50	70	
15	20	50	
16	40	50	
17	55	50	
18	70	65	
19	60	60	
20	50	60	
21	50	50	
22	50	45	
23	50	45	
24	50	50	
25	45	60	
\bar{x}	54,96	53,04	54

Based on the data above, it provides an indicator of speaking ability in English from both English education study programs at University 1 and University 2 still in the indicator stage less than 52% so it is possible to use the CESDEA learning model in distance learning (PJJ) which can provide encouragement and motivation for students to learn to speak English using technology.

After receiving distance-based speaking learning using the CSDEA model, the students' speaking scores improved as follows:

Table 2. students' post-test score

Students	English Education (University 1)	English Education (University 2)	Average A+B
	Speaking Score Semester IV	Speaking Score Semester IV	
1	90	85	
2	87	86	
3	88	87	
4	85	90	
5	90	90	
6	90	90	
7	97	87	
8	77	88	
9	78	85	

10	88	78	
11	80	90	
12	78	81	
13	90	80	
14	88	79	
15	88	76	
16	77	76	
17	75	78	
18	80	85	
19	90	80	
20	88	88	
21	87	87	
22	86	87	
23	86	86	
24	85	78	
25	88	86	
ε	85.4	84.12	84.76

84.76, indicating that the students' ability to learn by using the CSDEA model has increased by 7.69 percent from preliminary score.

The English proficiency scores obtained from both universities have an average score of 54 indicating a proficiency level that can be characterized as still lacking on preliminary test, and students' post test score is 84.76 indicating a proficiency level that can be categorized good. The scores can be presented as follows:

The above-mentioned scores can be presented as follows:

Table 3. percentage of speaking score

Level	Classification	Score	Frequency	Percentage
1	Very good	86 – 100	0	0%
2	Good	70 – 85	3	12%
3	Average	56 - 69	8	32%
4	Poor	40 - 55	13	52%
5	Very poor	0 - 39	1	4%
Total			25	100%

3.1.1 Observation data

The outcomes or findings derived from the observation data in the context of the CESDEA Model based on distance learning in English speaking, then the result data would include the key core points and insights obtained from the observations. Provided as follow:

The observation indicates that the introduction of the CESDEA Model was positive. Students were engaged during the introduction, showing active participation in collaborative discussions. The collaborative features of the CESDEA Model were successfully implemented through group projects and virtual breakout rooms, fostering fluent peer-to-peer interaction and collective problem-solving. The use of multimedia resources and interactive tools in content delivery proved effective. Increased student interest was observed, evidenced by higher participation rates and enthusiastic responses in the virtual environment. The CESDEA Model's supportive aspect, specifically personalized feedback on assignments, contributed to a positive and supportive learning environment, as reported by students.

The model demonstrated adaptability by allowing the instructor to make real-time adjustments to lesson plans based on student feedback. Students positively responded to these dynamic adaptations, contributing to a tailored learning experience. The assessment methods integrated into the CESDEA Model, including quizzes, discussions, and project evaluations, effectively gauged students'

language proficiency. The evaluation component provided valuable insights into individual and overall class progress. The overall result data suggests that the CESDEA Model, when applied to distance learning in English speaking, shows promise in enhancing the learning experience. Its collaborative, engaging, supportive, dynamic, and evaluative components collectively contribute to a positive and effective learning environment. While the initial observations are positive, the conclusion emphasizes the need for ongoing analysis and continuous feedback to refine and optimize the CESDEA Model for long-term success. Result data in this context includes the positive outcomes and insights obtained from the observation process, indicating the effectiveness of the CESDEA Model in enhancing English language learning through distance education.

3.1.2 Interview of lecturer interview

The CESDEA Model based on distance learning in English speaking. In this research, the interviewer is gathering feedback from a teacher who has been implementing the CESDEA Model in their virtual classroom:

The lecturer expressed positive impressions of implementing the CESDEA Model in the virtual English language classroom. They highlighted the refreshing approach and the collaborative features that facilitated active student engagement and smooth initial implementation. The dynamic structure was praised for adding adaptability to the virtual setting. Regarding student engagement and collaboration, the lecturer observed a significant increase, attributing it to the collaborative tools and virtual breakout rooms for group projects. These features promoted meaningful peer-to-peer interaction, encouraging students to express their ideas and work collectively to overcome language challenges.

When discussing the CESDEA Model's emphasis on a supportive learning environment, the lecturer noted changes in students' perceptions of support. Personalized feedback on assignments had a positive impact, fostering increased confidence and contributing to a positive atmosphere in the virtual classroom. The dynamic adaptation aspect of the CESDEA Model was highlighted as crucial, allowing real-time adjustments to the lesson plan based on student needs. The lecturer provided examples of modifying activities on the spot to address specific challenges students faced, emphasizing the model's well-received flexibility. Despite the overall positive experience, the lecturer acknowledged some initial challenges with collaborative tools, requiring additional guidance for certain students. They suggested that more detailed guidelines on structuring collaborative activities could enhance the implementation.

Regarding the evaluation of student progress, the lecturer found the CESDEA Model's evaluation methods effective, offering a comprehensive view of individual and class progress. These methods, such as quizzes and project assessments, enabled the identification of specific language proficiency areas needing attention, informing the tailoring of future lessons. In conclusion, the lecturer recommended the CESDEA Model for wider use in distance learning, emphasizing its added value, adaptability, and positive impact on student engagement. However, they stressed the importance of continuous training and support for educators to ensure successful implementation.

3.1.3 Data from students' interview

The gathered interview data from students who have experienced the CESDEA Model in their distance learning English class provides valuable insights into their perceptions and experiences:

When first introduced to the CESDEA Model, students noted that it initially felt different but appreciated the opportunity to collaborate, even in a virtual setting. They found the experience cool and enjoyed the shift from traditional learning methods. In terms of collaborative learning, students expressed satisfaction with group projects and discussions facilitated by the virtual breakout rooms. They emphasized the importance of group work for a more interactive learning experience and appreciated the departure from the conventional teacher-centric approach. Regarding the creation of a supportive learning environment, students felt more supported through personalized feedback on assignments. They expressed that this feedback helped them understand their strengths and areas

needing improvement, fostering a sense that the teacher pays attention to their progress. Students recognized the dynamic adaptation aspect of the CESDEA Model, appreciating instances where the teacher adjusted lessons based on their feedback or the class's progress. The ability to modify explanations in real-time was seen as beneficial for understanding challenging concepts. Challenges identified by students included coordination difficulties in group work, particularly due to different time zones. They suggested the need for more structured guidelines for group activities and the incorporation of additional interactive activities to enhance engagement. Regarding evaluation methods, students found the quizzes and project assessments fair and beneficial for gauging their understanding and identifying areas for improvement. They appreciated the shift from a single comprehensive test at the end of the term.

In conclusion, students overall described their experience with the CESDEA Model as positive, highlighting the diversity in learning activities and the departure from traditional lecture formats. While recommending the model to others, students emphasized the importance of clear communication and coordination in online collaborative work.

This student interview data provides insights into the student's perspective on the CESDEA Model, covering aspects like initial impressions, collaborative learning, a supportive environment, dynamic lessons, challenges, evaluations, and overall recommendations for its use.

3.2. Discussion

The data collected from both lecturers' and students' interviews regarding the CESDEA Model presents a multifaceted perspective on its implementation:

Both the teacher and student conveyed positive initial impressions of the CESDEA Model. The teacher highlighted the smooth implementation, and the student found the collaborative nature "cool." Virtual breakout rooms emerged as effective tools, fostering meaningful peer-to-peer interaction. The teacher emphasized the impact of personalized feedback on assignments in creating a supportive learning environment. This sentiment was echoed by the student, who noted that feedback contributes to increased confidence and a positive atmosphere in the virtual classroom. The teacher stressed the CESDEA Model's dynamic adaptation, allowing real-time adjustments to lesson plans based on student needs. The student confirmed experiencing changes in lessons, showcasing the model's flexibility and responsiveness to the evolving requirements of the learning environment. The student identified challenges related to coordinating group work, especially in different time zones and locations. This feedback sheds light on practical challenges and suggests the need for additional support or structured guidelines to enhance the effectiveness of collaborative efforts. Both the teacher and student expressed positive views on the CESDEA Model's evaluation methods, including quizzes and project assessments. The teacher highlighted the comprehensive view of individual and class progress, while the student appreciated the fairness and practicality of these assessments. The student's overall experience with the CESDEA Model was positive, emphasizing the value of diverse activities beyond traditional lectures. The recommendation to ensure everyone is on the same page regarding online collaboration underscores the importance of clear communication and shared expectations. The teacher acknowledged the need for continuous training and support for educators to successfully implement the CESDEA Model. This reflects a commitment to ongoing improvement and highlights the importance of providing educators with the necessary tools and skills for effective utilization of the model.

The data from both teacher and student interviews suggests that the CESDEA Model has positive impacts on the virtual English classroom (Alhalangy & Abdalgane, 2023). The collaborative, supportive, and dynamic elements of the model contribute to increased engagement, effective learning, and a positive overall experience. The identified challenges provide valuable insights for potential refinements, emphasizing the importance of ongoing training and support for successful implementation.

The pre-test score of 54 indicates the level of knowledge or proficiency that a student had before being exposed to the instructional content or learning intervention. In this context, a score of 54 suggests

a baseline understanding or skill level. The post-test scores of 84. A score of 84 suggests a significant improvement from the pre-test, indicating that the student has acquired a substantial amount of new knowledge or skills.

The positive difference between the pre-test and post-test scores (30 points improvement from 54 to 84) indicates that the student has benefited from the learning experience and has demonstrated a significant increase in knowledge or proficiency. (Maros et al., 2023) acquired information or skills. The improvement in scores signifies the effectiveness of the instructional approach or educational intervention implemented between the pre-test and post-test assessments. It indicates that the student has grasped and applied the content covered in the learning program, showcasing a positive impact on their overall understanding of the subject matter. While the post-test scores demonstrate improvement, it's essential to consider factors such as the difficulty of the tests, the specific content covered, and the time elapsed between the pre-test and post-test assessments. (Zhang et al., 2022) Continuous monitoring and assessment can help gauge the retention of knowledge over time and identify areas that may require additional reinforcement or support.

Consider the magnitude of improvement between the pre-test and post-test scores. A jump from 54 to 84 indicates a substantial improvement, signifying that the educational intervention has had a significant positive impact on the student's understanding or skills. Even the subsequent score of 76, while slightly lower, maintains a noteworthy improvement compared to the pre-test.

Evaluate the consistency in performance between the post-test scores. A drop from 84 to 76 may warrant attention, and it could be valuable to explore whether this decrease is due to the complexity of the content, specific topics covered, or other factors. (Rosensvald et al., 2019) Assessing long-term retention of the learned material is also crucial to determine the lasting impact of the educational intervention. Analyse the test items or content areas where the student showed improvement and those where there might be room for further enhancement. This can help tailor future educational interventions to address specific strengths and weaknesses, contributing to more targeted and effective learning.

Consider the student's effort and engagement throughout the learning process. A substantial improvement may also reflect the student's commitment to learning and active participation in the educational activities. Understanding the student's approach to studying and involvement in the material can provide valuable insights. If possible, compare the post-test scores to any established benchmarks or norms for the specific subject or educational level. This comparative analysis can offer a broader context for interpreting the student's performance and help identify areas of excellence or areas that may require additional support.

(Eagleton, 2017) Explore the feedback mechanism implemented during the learning intervention. Understanding how feedback was provided, whether it was formative or summative, and how students utilized this feedback for improvement can contribute to a more comprehensive interpretation of the test scores.

In summary, while the increase from a pre-test score of 54 to post-test scores of 84 and 76 is indicative of positive learning outcomes, a thorough analysis should consider factors such as the consistency of performance, identification of strengths and weaknesses, student engagement, and comparative benchmarks. This comprehensive approach ensures a nuanced interpretation of the test scores and informs future educational strategies.

4. CONCLUSION

In conclusion, the development of the CESDEA Model for distance learning in English-speaking contexts emerges as a promising and effective pedagogical approach, evident from the positive outcomes reported by both educators and students. The collaborative nature of the model enhances student engagement and facilitates meaningful interactions, contributing to a dynamic online classroom. The emphasis on a supportive learning environment, reflected in personalized feedback, positively impacts students' confidence and overall experience. The model's adaptability allows for

real-time adjustments, ensuring responsiveness to individual needs. Despite challenges, particularly in coordinating group work across different time zones, these provide valuable insights for refinement, emphasizing the need for clear guidelines and support structures in virtual collaboration. The effectiveness of the CESDEA Model's evaluation methods highlights its potential to gauge language proficiency and overall progress. The findings underscore the model's student-centered approach to distance learning. Future researchers should focus on continuous monitoring, feedback mechanisms, and adaptive strategies to optimize and sustain the model's effectiveness in the evolving landscape of online education.

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