

Mastering Language Skills: Exploring Key Aspects In ELT (English Language Teaching)

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Abstract: *English Language Teaching (ELT) plays a vital role in enabling language learners to achieve proficiency in English, a global lingua franca. This paper delves into the critical aspects of ELT, focusing on the exploration of key factors that contribute to successful language skill acquisition. The aim of this study is to shed light on the fundamental components that foster language mastery, encompassing listening, speaking, reading, and writing skills. In this research, we conduct a comprehensive review of relevant literature and empirical studies related to ELT and language skill development. By analyzing various theoretical frameworks and pedagogical approaches, we identify the essential elements that enhance language learning outcomes and promote effective teaching practices.*

Keywords: *Language skill, Listening, Reading, Speaking, Writing*

Abstrak: Pengajaran Bahasa Inggris (ELT) memainkan peran penting dalam memungkinkan pembelajar bahasa mencapai kemahiran dalam bahasa Inggris, sebuah lingua franca global. Makalah ini menggali aspek-aspek penting ELT, dengan fokus pada eksplorasi faktor-faktor kunci yang berkontribusi terhadap keberhasilan perolehan keterampilan bahasa. Tujuan dari penelitian ini adalah untuk menjelaskan komponen dasar yang mendorong penguasaan bahasa, meliputi keterampilan mendengarkan, berbicara, membaca, dan menulis. Dalam penelitian ini, kami melakukan tinjauan komprehensif terhadap literatur yang relevan dan studi empiris terkait ELT dan pengembangan keterampilan berbahasa. Dengan menganalisis berbagai kerangka teori dan pendekatan pedagogi, kami mengidentifikasi elemen penting yang meningkatkan hasil pembelajaran bahasa dan mendorong praktik pengajaran yang efektif.

Kata Kunci: Keterampilan berbahasa, Mendengarkan, Membaca, Berbicara, Menulis

Introduction

In the realm of English Language Teaching (ELT), the development and mastery of language skills play a pivotal role in enabling learners to effectively communicate and navigate within the linguistic landscape. Language skills encompass a diverse set of abilities that empower individuals to comprehend, produce, and interact in a target language with proficiency. The acquisition and cultivation of these skills form the bedrock of language learning, enabling learners to become competent and confident users of the English language.

Language skills can be broadly categorized into four main components: listening, speaking, reading, and writing. Each of these components demands unique cognitive processes and linguistic competencies, contributing to a holistic understanding of the language. As learners progress in their language learning journey, they acquire and refine these skills to facilitate both receptive and productive language use.

This article will delve into an in-depth exploration of each language skill, investigating the theories and methodologies employed in ELT classrooms to enhance learners' abilities. Moreover, the article will critically examine the interconnectedness and interdependence of these skills, highlighting the significance of fostering a balanced approach to language instruction.

To enrich the scholarly underpinnings of this article, the work of renowned ELT experts and researchers will be drawn upon. One of the foundational texts in the field is "Principles of Language Learning and Teaching" by H. Douglas Brown (2007). Brown's comprehensive analysis of language acquisition theories and pedagogical principles provides valuable insights into the process of language skill development.

Furthermore, "Teaching and Researching: Listening" by Michael Rost (2002) presents a meticulous investigation of listening comprehension, shedding light on effective strategies and techniques to improve learners' listening abilities. Teaching and Researching Listening provides a focused, state-of-the-art treatment of the linguistic, psycholinguistic and pragmatic processes that are involved in oral language use, and shows how these processes influence listening in a range of practical contexts. Through understanding the interaction between these processes, language educators and researchers can develop more robust research methods and more effective classroom language teaching approaches.

For a comprehensive understanding of speaking as a language skill, "Speaking: From Intention to Articulation" by Willem J. M. Levelt (1989) offers a deep exploration of the cognitive processes and production mechanisms involved in spoken language. According to him, "Speaking is distinctive for its comprehensive study of the full speech process, its thorough balance of all key parts of speech production, and its use of examples rather than formalization to illustrate rather than formalize theoretical concepts."

To delve into the complexities of reading as a skill, "Reading in a Second Language: Moving from Theory to Practice" by William Grabe (2009) is an invaluable resource, presenting an amalgamation of theoretical perspectives and practical approaches to enhance learners' reading proficiency.

Lastly, to comprehend the intricacies of writing as a language skill, "Second Language Writing" edited by Ken Hyland and Fiona Hyland (2020) provides a collection of essays and research findings, unveiling various facets of writing in second language acquisition. With the guidance of these esteemed scholars, this article aims to illuminate the multifaceted nature of language skills in ELT, contributing to a deeper appreciation and comprehension of language learning processes.

Paper Overview

1. First Paper

The first paper under the title “Predictors and consequences of individual differences in cross-linguistic interactions: A model of second language reading skill.” by Brianna L. Yamasaki, and Chantel S. Prat (2020)

The paper discusses the relationship between conflict management and cross-linguistic interactions in bilingual individuals during language processing. It focuses on the activation of non-target language representations and their impact on various language tasks such as word recognition, sentence reading, and the Stroop paradigm. The bilingual mental lexicon, which consists of interconnected nodes representing both the first language (L1) and second language (L2), plays a crucial role in language processing.

The work of Dijkstra and colleagues is mentioned as being foundational in understanding the structure of the bilingual mental lexicon and the systems supporting visual word recognition during reading. The activation levels of different representations in the mental lexicon are influenced by contextual information and the similarity between the nodes. The paper highlights the lack of research exploring the relationship between conflict management and cross-linguistic interactions during L2 reading.

It is noted that individual differences in executive attention, a cognitive skill supporting conflict management, are related to the ability to manage non-target language intrusions during language production and comprehension. Studies have shown that better conflict management is associated with successful suppression of non-target language intrusions during bilingual language use.

The study presented in the paper aims to develop and test a novel model of bilingual reading skill that focuses on individual differences in cross-linguistic interactions. It investigates whether the capacity to manage these cross-linguistic interactions is a unique source driving individual differences in bilingual reading skill.

The vocabulary subtest and comprehension subtest of the study are described, along with the tasks used to measure L2 reading skill, conflict management, and cross-linguistic interactions. The Language Experience and Proficiency Questionnaire (LEAP-Q) is used to gather information about participants' language history and to ensure that they meet the inclusion criteria.

This paper concludes with predictions of the study, stating that individuals who experience greater L1 to L2 cross-linguistic interactions are expected to exhibit poorer

L2 reading skill. It suggests that the likelihood of cross-linguistic co-activation influencing language processing is determined by the efficacy of one's conflict management mechanisms.

2. Second Paper

The second paper under the title “Critical reading skill and discovery learning method at elementary schools based on an Android-application: A computerization approach” by Elhefni, Zulelana, and Sumantri¹ (2020).

The paper discusses the stages and methods of critical reading discovery learning. It explains that critical thinking is a process that involves actively and skillfully analyzing and evaluating information to guide beliefs and actions. The use of critical thinking in reading is important for determining the truth and generating new ideas.

The paper also highlights the connection between critical reading skills and critical thinking skills, suggesting that improving critical reading skills can contribute to students' overall critical thinking abilities. The goal of implementing discovery learning methods in critical reading is to help students find various concepts and ideas to develop exploration and experimentation with knowledge.

This paper emphasizes that critical reading is a key component of productive thinking and is necessary for acquiring correct information from reading material. The study used action research and Elliott's action model to examine the improvement of fifth-grade students' critical reading skills through discovery learning methods. The research findings showed a significant increase in students' critical reading skills after implementing the discovery learning method.

This paper concludes that critical reading skills should be nurtured in students from elementary school onwards, as they are essential for academic success and personal growth. It suggests that the discovery learning method can effectively improve critical reading skills in elementary school classrooms.

3. Third Paper

The third paper under the title “The Use of Debate’s Motion in Improving Students’ English-Speaking Skill through Project-Based Learning using Mix Method” by Sitti Nurjannah and Sudarwinoto (2020).

This paper discusses the use of project-based learning and debate's motion in improving speaking skills and student interest in the learning process. It emphasizes the importance of English as a universal language and the benefits of project-based learning in teaching learners to speak a foreign language in a communicative context.

This paper mentions that project-based learning has been shown to have statistically significant differences in self-efficacy and achievement scores compared to traditional teaching methods. It also highlights the advantages of using drama as an effective teaching method for learners to speak English. This paper also states that there are four basic skills in English: listening, speaking, reading, and writing. It mentions that debate is an activity that allows individuals or groups to discuss and decide on issues. The author suggests that mastering English is important for expanding relationships and communication worldwide.

The paper also discusses the process of the research, which includes giving pre-tests, applying treatments, and giving post-tests. It concludes that project-based learning and debate's motion have a positive effect on students' ability to speak English. Additionally, it mentions the importance of motion in debate and the use of quasi-experimental design in educational research. The paper includes statistical calculations and results, showing the mean scores of the experimental and control classes.

Overall, this paper emphasizes the benefits of project-based learning and debate's motion in improving speaking skills and fostering student interest in language learning. One of the alternate solutions that teachers can utilize to teach English speaking abilities to their pupils is debate's motion through project-based learning. It requires students to take responsibility for mastering their debate's motion data and to share their understanding of the facts with one another in order to gain comprehension from the debate's motion.

According to the statistical calculations, it can be stated that the use of debate motions in project-based learning was helpful in improving students' English speaking skills. It may be seen from the variations in mean posttest scores between the experimental and control classes before and after employing debate's motion through project-based learning.

4. Fourth Paper

The fourth paper under the title “An Investigation of Challenges Teachers Face in Teaching Speaking Skill in Large Classes” Context: Secondary School EFL Teachers in Focus” by Minwuyelet Andualem Desta (2019).

The paper provides information about a study on the challenges faced by English as a Foreign Language (EFL) teachers while teaching speaking skills in large classes. The researcher used a mixed method approach, combining quantitative and qualitative methods of data analysis to gain a comprehensive understanding of the issue. The study aimed to investigate the challenges faced by EFL teachers in large

classrooms, analyze the factors that affect teaching speaking skills in such settings, and explore the strategies employed by teachers to promote speaking skills.

The researcher collected data through interviews, questionnaires, and classroom observations. Interviews were conducted to gather information about the thoughts, attitudes, and emotions of the participants. Questionnaires were used to collect data from a large group of individuals in a short period of time. Classroom observations were carried out to observe and analyze the actual behaviors of teachers and students in the teaching and learning process.

The study highlighted the importance of teaching speaking skills in EFL classrooms, as English has become a global language that connects people worldwide. However, it was noted that the focus of language teaching and learning had predominantly been on grammar, neglecting the development of speaking skills. The challenges in teaching speaking skills were particularly significant in large classrooms due to factors such as inappropriate teaching methodology, low motivation among students, classroom size, desk arrangements, and limited teaching time.

Descriptive research design was employed to describe the phenomena under study, and both qualitative and quantitative data analysis methods were used. The researcher believed that qualitative analysis was appropriate to understand what actually happens in the classroom during the teaching and learning process.

The study emphasized the need to explore the reality of how EFL teachers teach speaking skills in secondary schools, as there was a lack of information on the challenges faced by teachers in large classrooms. The findings of the study aimed to provide insights into the difficulties faced by EFL teachers and suggest strategies to improve the teaching of speaking skills in large classes.

In terms of participants, six teachers were assigned to teach the classes involved in the study. Questionnaires were distributed to grade nine students to gather additional information about how their teachers taught speaking skills in EFL classes.

Overall, the paper provides an overview of the research design, data collection methods, analysis techniques, and the importance of studying the challenges faced by EFL teachers in teaching speaking skills in large classrooms. It highlights the need to address these challenges and improve the quality of language education.

5. Fifth Paper

The fifth paper under the title “Students’ perception toward the use of open educational resources to improve writing skills.” by Dewi Zulaikha and Yunika Triana (2023)

This study analyzes how OER (Open Educational Resources) can be used to enhance writing abilities. The researchers specifically evaluated the students' impressions of using open educational resources (OER) and the variables affecting those perceptions. This study is anticipated to provide an unbiased and reliable analysis. The researchers developed the following research questions as the direction for this study: how do EFL students view the application of OER to writing abilities and what elements influence whether EFL students perceive utilizing OER to enhance their writing abilities.

In this study, a descriptive survey design from quantitative research was employed. According to Creswell (2012), a survey research design is a method for conducting quantitative research in which a sample of people is taken or a specific survey is given to the entire population in order to describe the attitudes, opinions, behaviors, or characteristics of the population. The goal of this study was to examine how students perceive using open educational resources (OER) to develop their writing abilities as well as the variables that may influence this impression. This investigation took place in Surakarta, Indonesia, in the English Department of Universitas Raden Mas Said from March 2022 to April 2022. The department was chosen as a result of its A-rank certification from the Indonesian Ministry of Education. An online interview with a few lecturers was undertaken to gather information regarding the use of OER in writing classes prior to choosing the research participants. The EFL students were then given access to an online survey to collect quantitative data.

The questionnaire employed in this study was modified from two studies: one by Fine and Read (2020) on the influences on students' perceptions of the usage of OER, and one by Rowell (2015) on student perceptions of the use of OER. The questionnaire was divided into three sections. Age, gender, and semester-related attribution questions were included in the first section. Six dimensions—motivation to learn, learning quality, the value of OER in writing, cognitive learning, emotional learning, and course quality—are included in the questionnaire's second section and are related to how the students perceive utilizing OER to improve their writing skills. The third section of the questionnaire, meanwhile, covered nine factors that influence students' perceptions of using open educational resources (OER) to improve their writing skills. These factors included the type of writing activity, type of OER-based learning delivery, financial benefit, connectivity course, cost of the writing course, effectiveness of OER-based writing skills instruction, university support, faculty satisfaction, and cost of education.

The current study distributed the questionnaire to 270 EFL students at the Department of English, Universitas Raden Mas Said, Surakarta, using an online platform, Google Form. The instructors for the course shared the Google Form URL via WhatsApp groups. The questionnaire was modified from Rowell (2015) in order to explore how the students felt about using OER to enhance their writing abilities. Before they were given to EFL students, 21 items were piloted. It was done to make the researcher's study design easier. The researchers created a questionnaire created by Fine and Read (2020) to learn more about the variables that affect students' perceptions of using open educational resources (OER) to enhance their writing abilities. Before being distributed, 32 survey items underwent the same procedure. The researchers made a determination to look at the actual facts regarding how the students perceived using OER to enhance their writing abilities. Using SPSS software, descriptive analysis and calculations were performed on the data collected from the questionnaire. The results were then transformed into a descriptive analysis using the Perez and Mardapi (2015) recommended data conversion table.

The results of this study showed that students' perceptions of the use of open educational resources (OER) were favorable across six dependent variables or aspects of writing instruction, including motivation to learn using OER, OER quality, OER value, cognitive learning using OER, affective learning using OER, and course quality of learning using OER. The results demonstrate the necessity of adopting OER to enhance linguistic abilities. However, lecturers had to play a key role in helping students improve their learning skills when OER were used in the classroom. The majority of students who were highly motivated to learn writing through OER may have been motivated primarily by extrinsic factors, such as grades, which is problematic. Instead of using OER to improve language skills, the lecturer has not been able to generate intrinsic motivation. Intrinsic motivation would encourage students to use OER in learning activities, not just for a short-term purpose.

The limitations in conducting the research are acknowledged in this study. It is strongly advised that in order to corroborate the results of the current study, additional research with a bigger sample size from various universities in Indonesia as well as perception analysis on the usage of OER in different language skills be conducted. Future studies must also concentrate on how professors use open educational resources (OER) in the classroom. As a result, there will be a wide range of additional pertinent factors to consider when discussing the usage of OER in higher education, particularly in EFL classrooms.

6. Sixth Paper

The sixth paper under the title “The Effectiveness of Learning Community Techniques on English Essay Writing Skills” by Leroy Holman Siahaan (2023).

This research is designed to measure the effectiveness of learning community techniques on English Essay Writing skills based on the result of preliminary observation, which shows that students had some problems related to the result of their writing skills which still need to achieve the expected aims.

The action research in the classroom approach is used in this study. The researcher began by gathering qualitative data to investigate deeper into the research problem being studied by the third semester English Education Study Program students at Universitas Panca Sakti Bekasi. The researcher then continued the process of gathering quantitative data to support the qualitative data. While qualitative information was gathered through observation and action, quantitative information was gathered from the pre- and post-test findings. With the process of observation and the help of collaborators, the researcher conducts the research activities in this participatory collaborative study.

The chairperson and other researchers' sequence of study activities from January to March included performing field surveys, preparing for interviews, and conducting observations on the issue of English essay writing abilities. Then, we conducted a literature review on the factors affecting English essay writing abilities and community learning strategies. Results of these actions were seen between April and June. After that, we created a grid of exam questions for English essay writing, observation assessment tables, and interview questions.

This study was carried out at Universitas Panca Sakti Bekasi, Jl. Raya Hankam No. 54, Jatirahayu, Pondok Gede, Bekasi City, West Java 17414. The 30 students enrolled in the third semester of the English Education Study Program at Universitas Panca Sakti Bekasi served as the study's subjects. Five steps made up the data collection method for this study: observation, interviews, questionnaires, journals, and tests. The researcher conducts specific observational tasks, takes note of the structure of each data finding, formulates hypotheses using the data, and draws a conclusion as part of the inductive data analysis process.

Based on the results, analysis, and discussion, it concluded that the learning community technique had a significant impact on students' ability to write English essays for the English Education Study Program. There was also an increase in student activity and learning outcomes. The increase in student activity can be observed during

the learning process. During the learning process, students are first asked to understand the tasks provided by the lecturer on their own, and then the task is discussed in groups to allow for the exchange of ideas, ideas, and knowledge-giving ideas. more for each member of the class. This is consistent with a number of prior research, including those by Depari & Hasruddin (2020); Rathakrishnan (2018); and Straßer & Arieli (2019).

Then the results of the study showed that the percentage value of student activity in attending lectures had increased, the result of the percentage increase in student activity seen from the percentage of students who were very active and the results of learning to write English essays for students also increased.

The implementation of the learning community technique to improve students' English abilities has a favorable effect, particularly on the growth of students' ability to write English essays. This is so that students can participate more actively in their education and so that professors and students can more easily exchange ideas and have discussions. In order to solve an issue during the learning process, communication and interaction between lecturers and students—or between students—often requires cognitive processes involving the sharing of ideas, thoughts, and experiences. Students can increase their language knowledge and proficiency, particularly in the area of English essay writing, by using this teaching method.

7. Seventh Paper

The seventh paper under the title “Developing Writing Skills through English Short Stories: A Case Study in the Classroom” by Nagendra Kottacheruvu (2023).

This study aims to evaluate the effectiveness and usefulness of teaching writing skills using short tales to third-semester postgraduate students at Maulana Azad National Urdu University in Hyderabad, India, whose native language and medium of instruction is Urdu. This study primarily looks into how valuable and effective some English short stories are for teaching writing techniques. It is a reality that the majority of our pupils have difficulty speaking and writing in English due to their Urdu-influenced backgrounds. They hardly ever engage with the target language because of their socio-cultural, financial, and educational conditions, as well as the method they are taught. Despite their enthusiasm for learning English, they are constantly afraid to talk and write in the target language because of fear, reluctance, and lack of experience. Because writing needs a large vocabulary and proper syntax, it is recognized as one of the most transferable abilities. Students from both Madarasa and Urdu backgrounds with little exposure and practice find mastering writing to be the most challenging endeavor.

The mixed method, considered to be the third most significant way after the quantitative and qualitative approaches, was utilized in this investigation. There are three justifications for combining quantitative and qualitative research. It is employed to confirm the veracity of a statement. Combinations help the analysis provide rich data and spark fresh ideas by highlighting the distinctions between the two data sources.

As a result, the research was carried out in two stages: the primary study and the preliminary study. The preliminary study's main objective was to look into important elements related to teaching writing in an ESL classroom. The information for this study was acquired via talking to students, watching students, and giving them a pre-test. The primary study was divided into four steps: problem identification, checklist creation, usage of short stories as a writing tool, writing skill improvement, and post-test.

For this study, postgraduate students from MANUU in Hyderabad, Telangana State, India, were used. The sample for this study consists of 65 P.G. students in their third semester whose first language is Urdu and who also learn Urdu in class. Since the students' textbooks employ tales to teach the material, it is expected that they are familiar with how to write responses, paragraphs, essays, and summaries. The students all share the same social, economic, educational, and cultural backgrounds and range in age from 22 to 25. At home and with their university classmates, they converse in Urdu, which is their native tongue.

From the conception of the pre-test questionnaire until the conclusion of the post-test, significant findings were obtained throughout the length of the study. But there were also limitations placed on the study. The following limitations were encountered by the researcher while carrying out the investigation. The study attempted to teach writing techniques through short stories, however there wasn't much time for data collection. This study is constrained to a single classroom and is narrowly targeted. Since the purpose of this study was to examine each participant separately, the classroom sample was reduced to a specific group of 65 students. While the researcher had intended to teach at least ten short tales, the pupils' limited background knowledge only called for a few courses on other writing-related topics.

According to the results of this study, short stories are much more effective, interesting, and helpful for improving writing abilities. As a result, the study made an effort to impart writing abilities to students of the Urdu language through the use of chosen English short tales. Writing is the most challenging skill for these students since they don't have outside exposure to the English language; as a result, their ability to

complete their school or pursue higher education is jeopardized. To help these pupils find a solution to this problem, this study was carried out. The development of writing abilities has been considerably changed by this experiment. Through the use of short tales, they were inspired and motivated to improve various parts of their writing, including letters, emails, essays, paraphrasing, and summarizing. Additionally, it has been proven that students can regroup after using short stories to improve their writing abilities. The researcher draws the conclusion that it will be difficult to move anywhere in the globe without proficiency in English and all other languages. This study shows that teaching writing skills to Urdu language students through the use of short stories enhances their writing capabilities.

8. Eight Paper

The Eight Paper under the title “Elevating English Language Learners’ Speaking Fluency and Listening Skill Through a Learning Management System” by Yıldız Terzioğlu¹ and Mustafa Kurt (2022)

The paper provides information about the significant to immerse tech-savvy English language learners in interactive learning environments in order to maximize their comprehension and verbal communication. This quasi-experimental study set out to elucidate the effect of a learning management system (LMS) on speaking fluency and listening skill development among intermediate students.

Listening and speaking skills are valued highly in English language education since both skills deal with involving students in real-time reflection and discourse. The former focuses on decoding spoken language whereas the latter encodes the message to the speakers. Speaking is crucial for communication. According to Chambers (1997), fluency can be defined as the speech rate. The number of pauses and the linguistic repertoire affect it. Teaching oral production skill encompasses using the background information (conceptualization) and selecting the correct lexical and grammatical structures (verbalization). Teaching these two language skills is a major concern in North Cyprus because Turkish Cypriot teenagers still lag behind their development in listening and speaking skills. The Ministry of Education (2021) emphasizes modern language teaching methods to be used for increasing learner autonomy. Thus, the self-assessment descriptor scale standards for the Common European Framework of Reference for Languages (CEFR) were adapted to be used in their commission decisions report in North Cyprus. The results of the study will attract the attention of teachers, school principals, and policy-makers in the Ministry of Education in order to implement LMS to foster speaking fluency and listening skill. A total of 50 Turkish-

speaking students from two intact classes were assigned into a control and an experimental group that utilized an interactive platform for learning English in 8 weeks. The study adopted a pre and posttest design. The mean listening and speaking posttest scores of both groups were compared according to effect size, analysis of covariance, paired sample t-test, and independent samples t-test. In addition, students' perceptions regarding the impact of LMS on these two skills were investigated with a questionnaire and an interview.

This study has shed some light on fusing Edmodo and Web 2.0 tools in order to encourage language teachers to bring an innovative solution and conduct English lessons beyond the classroom walls. The findings represent an excellent initial step toward recognizing the benefits of enhancing the quality of language learning and teaching listening and speaking skills via LMS. The findings in this study have a number of important implications for the developers of LMSs, syllabus designers, and teachers. Students' diverse needs, interests, and learning styles can be catered to steer the way for smooth and engaging learning experience. Students' level of anxiety in speaking can be decreased by the infusion of Web 2.0 tools on Edmodo. Thus, students can speak freely and learn from their mistakes eagerly. Students are no longer passive recipients of information in the 21st century. They became the organizers of learning by being reflective and staying alert about their learning preferences and needs. Teachers of English should be flexible enough to provide better conditions for learning by the application of Web 2.0 tools on Edmodo. LMSs and Web 2.0 tools have nowadays become extremely indispensable and eminent in language education. It is mandatory to meet students' diverse needs and extend learning beyond the classroom. The transformational effects of digital tools need to be combined with sound pedagogical underpinnings in teaching English. It is also equally crucial to cultivate a student-centered classroom with blended approach to create an optimum atmosphere to establish rapport with students. This research illustrated that blended instruction could complement the traditional classroom. Students were immersed in rich input and given chances of producing output online by collaborating with each other. It was also determined that students' attitudes toward LMS were positive. We can draw the conclusion to the extent that the future of online learning lies in the hands of teachers who will use the cutting edge technology, accessible content, clear instructions, and appropriate online assessment tools in order to offer their students the best customized blended learning experience. The present study has only investigated the impact of Edmodo and some Web 2.0 tools on the achievement level in listening and speaking

skills of the 10th grade students at CEFR B1 level at a public high school in North Cyprus. Therefore, the findings might not be a representative of the students at the same level studying at other public or private high schools. Further studies could be undertaken to explore the effects of LMSs on different CEFR levels in other contexts. The results are promising and should be validated by a larger sample size. Future work on the current topic could target at enhancing all four language skills through collecting data from various technological tools.

The results showed that there was a significant difference between the two groups as the experimental group surpassed the control group in both speaking fluency and listening posttest. Participants also reported from the questionnaire and the interviews that they held positive evaluations of LMS as a result of elevating both language skills. The contribution of the study lies in providing an innovative solution to promote learners' speaking fluency and listening skill.

9. Ninth Paper

The ninth paper under the title "Investigating the Relationships Between Listening Skills and Genre Competence Through Cognitive Diagnosis Approach" by Huilin Chen and Jinsong Chen (2021).

This study analyzed listening genre competence which is related with knowledge about listening text types. In order to find out whether listening skills and listening genre competence are related, cognitive diagnosis, a quantitative method to disclose finer-grained latent attributes. Cognitive diagnostic assessment is to measure/evaluate an individual's specific knowledge structure and processing skills (Gierl et al., 2005). Cognitive diagnosis infers the unobservable knowledge state of an individual according to the observable response patterns obtained from tests. Cognitive diagnosis is a substantial evaluation method aiming at exploring the cognitive process. It can find students' differences in internal cognitive process or knowledge structure so as to provide more information for individualized teaching and teaching remedy. By fully integrating the research paradigms of cognitive psychology with recent achievements on internal mechanism of cognitive processing, psychological measurement models for cognitive diagnosis purposes, in other words, cognitive diagnosis models (CDMs for short), were developed. Recently, cognitive diagnosis approach has also been applied to the study of listening comprehension, but the number of studies is small. Sawaki et al. (2009) reported in a CDM research that the latent ability of a listening test could be explained by three dominant skills: understanding general and specific information, understanding text structure and speaker's intention,

and understanding the connection of ideas. Yi (2017) found that in general, compensatory model, where mastery of some attributes may compensate for nonmastery of others, could better fit listening data. By adopting cognitive diagnosis approach, Min and Xiong (2019) discovered that strategies on solving problems in listening tests can compensate for the lack of the competence of speech recognition. A special advantage of CDMs is that they can analyze multiple attributes represented in one item. Therefore, in a CDM approach, analyzing listening skills alongside with text genre competence can be realized and how listening skills and text genre competence interplay with each other can also be investigated.

The generalized deterministic inputs, noisy “and” gate (G-DINA) model, which takes attribute compensation and attribute interaction into consideration, was used to carry out cognitive diagnostic analysis. The listening comprehension subtest of Band 4 of Test for English Majors (TEM) which is a large scale English proficiency test for English Majors in China was used as the proficiency test for homogenizing the participants. Three genres in the subtest, dialog, lecture, and news, were investigated. The 2,285 subjects were sophomore English major college students and also test-takers of the same TEM4 examination. They were chosen by random sampling from the nationwide test population in China. By analyzing how mastery of certain listening text genres goes with mastery of listening skills according to latent class distribution, the coexistence relationship was discovered. By comparing the average number of skills/genres mastered when the number of genres/skills mastered increases through One-Way ANOVA, compensatory and contributory relationships were revealed.

Based on the latent class distribution which was important output of CDM analysis, the study analyzed three types of relationships between listening skills and genre competence. It was discovered that language learners tended to master more listening skills than expected so as to compensate for their lack of listening genres. Conversely, they tended to master more listening genre competences than expected so as to compensate for their lack of listening skills. It was also discovered that listening skills contributed to listening genre mastery when a majority of listening skills were mastered. Conversely, listening genre competence contributed to listening skill mastery when almost all listening genres were mastered. All the three types of relationships between listening skills and genre competence may be conducive to learners' listening performance. The phenomenon that the subjects mastering Lecture genre got higher scores probably can be explained by the fact that the attribute of Lecture genre coexists better with listening skill attributes. No matter whether compensatory or contributory

relationship prevails Learners' listening proficiency or general L2 proficiency probably is the key to determining the point of transition from compensatory relationship to contributory relationship. Listening comprehension involves a complex cognitive process. Cognitive diagnosis can analyze the listening process at a finer-grained level of cognitive attributes and help to explore the skill-genre relationships. However, the study still has limitations. This study only investigated three listening text genres which are only a small portion of the varied listening genres. Further large sample research on the relationships between competence of other listening genres, such as movie and TV, and listening skills will be of more academic interest.

10. Tenth Paper

The tenth paper under the title "Listening and interpersonal communication skills as predictors of resilience in occupational therapy students: A cross-sectional study" by Ted Brown, Mong-lin Yu, Jamie Etherington (2020)

This study investigated whether listening and communication skills are predictive of occupational therapy students' resilience. Active listening requires the empathic and emotional involvement of a listener and consists of sensing the emotional needs of a patient, processing what has been said, understanding and responding by using verbal and non-verbal responses, and asking questions to indicate active attention (Bodie et al., 2013). The art of active listening is not simply the practice of individual skills such as maintaining eye contact or an open posture but concerns a state of being and connectedness with others whereby real depth and meaning are added to interactions (Ellis and Abbott, 2018). In therapeutic and clinical settings, illness, pain and treatment are often 'triggers' for feelings of fear and distress in patients, which may present personal and professional challenges for the health professional (Maunder and Hunter, 2012). By listening with all the senses, validating the speaker's emotions and using reflective questioning, empathic listening builds the necessary trust for patients to follow medical and therapeutic advice. Research demonstrates that active-empathic listening is associated with the maintenance of positive health behaviours and higher patient and practitioner satisfaction rates (Hojat et al., 2011; Menendez et al., 2015). As health professional students transition through placement into the professional workplace, they draw on these resources in developing coping strategies that assist them to overcome challenges and mitigate the effect of stressors (Sanderson and Brewer, 2017). As a dynamic concept involving growth and development, the evidence is that resilience can be taught and learned as a process to strengthen health professions students' coping strategies that act as protectors in adverse situations (Stephens, 2013).

There is consensus among occupational therapy educators that enhancing protective factors in students is crucial for maximising their potential to thrive and survive in their future careers and optimising the recruitment and retention of practitioners (Ashby et al., 2013). It is important that curricula prepare health professions students for sustainable careers as practising professionals through educational programmes that foster self-awareness and self-regulatory skills, reduce perceived stress and anxiety and boost students' sense of their own resilience (Krietzler and Klatt, 2017).

The relationship between listening and interpersonal communication skills and resilience in health professions students has to date not been formally investigated. The findings will assist academic and fieldwork educators in identifying core focal areas to inform the design of evidence-based curricula and learning environments that promote resilience in occupational therapy students. By using 135 third- and fourth-year undergraduate occupational therapy students (74% response rate) completed the ActiveEmpathetic Listening Scale, Listening Styles Profile – Revised, Interpersonal Communication Competence Scale, Resilience at University and Resilience Scale for Adults instruments. Linear regressions were completed with the Resilience at University and Resilience Scale for Adults subscales as the dependent variables and the Active-Empathetic Listening Scale, Listening Styles Profile – Revised and Interpersonal Communication Competence Scale subscales as the independent variables. Results: Regression analysis identified significant predictors of students' resilience. The Active-Empathetic Listening Scale: Sensing Listening accounted for 5% ($p = .009$) and 4.3% ($p = .011$) of the unique variance of Resilience at University: Find Your Calling and Living Authentically. Listening Styles Profile – Revised: Analytical Listening accounted for 4.4% ($p = .022$) and 2.7% ($p = .038$) of the unique variance of Resilience at University: Managing Stress and Maintaining Perspective. Interpersonal Communication Competence Scale: Self-Disclosure accounted for 6.7% ($p = .003$), 3.6% ($p = .035$) and 3.4% ($p = .047$) of the unique variance of Resilience Scale for Adults: Social Resources, Resilience at University: Maintaining Perspective and Resilience Scale for Adults: Planned Future. Interpersonal Communication Competence Scale: Social Relaxation accounted for 8.5% ($p = .001$) of the unique variance of Resilience Scale for Adults: Social Competence.

The key findings demonstrated that components of listening and interpersonal communication are positively related to occupational students' resilience levels. The results indicate that the measurement of listening and interpersonal communication capabilities may be a useful predictive tool for resilience and a basis for improving

curricula to promote resilience in occupational therapy students as part of the continuum of preprofessional training. The outcomes will assist academic and fieldwork educators to meet the challenge of preparing graduates with highly attuned listening and communication skills to successfully complete course programmes and function effectively as members of inter-disciplinary teams across a variety of settings, and who are equipped with effective resilience and coping strategies to enable them to thrive and survive in their future careers. Occupational therapy academic and fieldwork educators are encouraged to consider features of the clinical learning environments that promote resilience in students, and this can inform curriculum planning and the continuing professional development provided for fieldwork educators.

Conclusion

The results of the present review indicate English Language Teaching (ELT) plays a critical role in enabling language learners to achieve proficiency in English, the global lingua franca. This paper explores important aspects of ELT, focusing on exploring the key factors that contribute to the successful acquisition of language skills. The purpose of this research is to explain the fundamental components that drive language acquisition, including listening, speaking, reading, and writing skills. In this study, we conducted a comprehensive review of relevant literature and empirical studies related to ELT and language skills development. By analyzing various theoretical frameworks and pedagogical approaches, we identify important elements that improve language learning outcomes and promote effective teaching practice. Evaluation is a fundamental element for the facilitation of educational contexts, and this study is thought to demonstrate an evaluative stance for every stakeholder such as teachers, students, administrators, policymakers, and so on.

These recommendations are the responses of ELT students to evaluate their education regarding four language skills development. Following this idea, the study itself can also be perceived as a response—on teachers' side—with the gains of what can be done to enhance current and forthcoming distance education contexts.

Further research is needed on interventions that hold promise for improving and resolving problems that frequently occur when ELT manifests in difficulty understanding language. These findings direct future research and provide information for clinical practice in speech and language therapy with an understanding of distance learning and education for language skills development and beyond.

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