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TABLE OF CONTENT

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Volume 3 | Number 1

Dynamic Assessment Strategies for Enhancing Reading Comprehension and Student Motivation

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ABSTRACT

This study explored the impact of dynamic assessment on students' reading comprehension and motivation in an Indonesian vocational school. English language teaching in Indonesia faces challenges due to diverse student backgrounds and limited support, which often affects learners' proficiency, especially in reading and speaking. A pre-experimental design was used, involving pre-tests, post-tests, and questionnaires to gather data from 35 students. The data were analyzed using SPSS version 25 and quantitative methods. Results showed a noticeable improvement in students' reading comprehension scores, increasing from a mean of 82 to 89. Students also reported higher motivation, confidence, and engagement in reading activities. These improvements were linked to the personalized and interactive features of dynamic assessment. The study concludes that dynamic assessment is a promising alternative to traditional assessment methods, as it supports individualized learning and enhances student outcomes in reading comprehension and motivation within vocational education contexts.

Keywords: *Dynamic assessment, Reading Comprehension, Reading Motivation*

Introduction

English Language Teaching (ELT) in Indonesia has been significantly impacted by Indonesia's diverse demographic and social environment (Jalaluddin & Jazadi, 2020). Therefore, it is reasonable to believe that the cultural aspect is one of the key factors influencing ELT's effectiveness in Indonesia (Prastikawati & Adeoye, 2024; Hidayat & Mason, 2023). Apart from cultural aspects, diverse backgrounds, and student characteristics, several other factors influence the effectiveness of ELT in Indonesia (Munandar & Newton, 2021; Marwa et al., 2021) . The level of student proficiency, class size, and time allotment are just a few of the issues that the communicative approach might cause. Additionally, teacher competence and access to teaching resources also play a crucial role in determining the success of ELT in Indonesia.

The transition from the 2013 Curriculum to the Merdeka Curriculum has led to significant modifications in learning planning, implementation, and assessment. Key changes include the introduction of teaching modules, diagnostic tests, and structured reflections for both students and teachers, aimed at enhancing competency (Kasman & Lubis, 2022; Prahastina et al., 2024). A crucial component of this curriculum is diagnostic assessment, conducted before instruction to identify students' competencies, strengths, weaknesses, and learning characteristics. This enables teachers to design instruction that aligns with students' diverse needs (Yulianto, 2022; Kazemi & Tavassoli, 2020).

Diagnostic assessment serves as a foundation for targeted interventions, allowing teachers to address individual learning challenges and leverage students' strengths (Rachmawati & Lestariningrum, 2022; Iwu, 2022; Digna et al., 2023). In this context, dynamic assessment emerges as a more effective alternative to static assessment, particularly in evaluating learners' language skills. By integrating assessment with instructional support, dynamic assessment provides a more comprehensive understanding of students' learning progress and potential (Sana'ati et al., 2019).

Reading is a fundamental English language skill that Indonesian students are expected to master (Wiyaka et al., 2020; Oo & Habók, 2021). It is not solely a cognitive ability but is also influenced by affective factors such as self-efficacy, confidence, attitude, and motivation (Kuşdemir & Bulut, 2018). Given the interconnectedness of language teaching, learning, and assessment, the impact of assessment remains a critical issue in the evolving educational landscape (Fitriyah & Jannah, 2021). Assessment plays a vital role in language education by providing insights into students' comprehension, retention, progress, and the effectiveness of instructional methods (Prastikawati et al., 2024).

This study examines the integration of dynamic assessment in enhancing reading comprehension and motivation among vocational high school students. Specifically, it investigates the implementation of dynamic assessment for eleventh-grade students in the Accounting and Finance major at vocational schools. The research addresses three key questions: (1) To what extent does dynamic assessment influence students' reading comprehension?; (2) How effective is dynamic assessment in improving reading comprehension?; and (3) How does dynamic assessment impact students' reading motivation?.

This study offers a novel contribution by integrating dynamic assessment within the context of vocational high school education, an area that remains underexplored in Indonesian ELT research. While previous studies have examined diagnostic assessment and its role in individualized instruction, limited research has focused on its impact on both reading comprehension and motivation among vocational students. By investigating how dynamic assessment facilitates personalized learning and enhances students' engagement, this study provides new insights into optimizing assessment strategies within the Merdeka Curriculum. The findings are expected to inform more effective pedagogical approaches tailored to the unique needs of vocational learners

Methodology

This study employed a pre-experimental design using pre-tests and post-tests to examine the impact of dynamic assessment on students' reading comprehension and motivation. A pre-experimental design was chosen as it allows for the evaluation of cause-and-effect relationships when a control group is not feasible, making it suitable for classroom-based research (Creswell & Creswell, 2018). This design provides initial insights into the effectiveness of an intervention, particularly in educational settings where randomization is challenging (Fraenkel et al., 2019). Quantitative analysis was conducted using SPSS 25 to assess the effects of the treatment. The study targeted all eleventh-grade students in the Accounting and Finance major (AKL) at SMKN 1 Kendal, with a purposive sample of 35 students from Class XI AKL 2.

Data collection involved a reading comprehension test administered before (pre-test) and after (post-test) the intervention to evaluate the effectiveness of dynamic assessment (DA). Additionally, a closed-ended questionnaire with a 5-point Likert scale, adapted from Wigfield & Guthrie (1997) and recent studies on reading motivation in EFL contexts (Schiefele et al., 2016; Yamashita, 2022), measured students' reading motivation. The questionnaire assessed both general motivation and the impact of DA. The data was analyzed using SPSS 25 to determine the mean and standard deviation.

The writer employed Brown's characteristics in rating the reading scale to score the student's reading comprehension levels on both pre-test and post-test (Brown, 2004).

Table 1. Reading Comprehension Level

Criteria	Score
Very Well	4
Good	3
Enough	2
Not Enough	1

After receiving the test score of students' reading comprehension, the mark was applied to the table achievement using English KKM (Minimum Completeness Criteria) 75.

Table 2. English KKM

Grade	Predicate	Categories
92 – 100	A	Very Good
83 – 91	B	Good
75 – 82	C	Enough
0 - 74	D	Not Enough

Meanwhile, the data results from the MRQ were processed by calculating the percentage.

Table 3. MRQ Scale

Criteria	Scale
Very agree	5
Agree	4
Undecided	3
Disagree	2
Very disagree	1

Hypothesis Testing

Hypothesis testing in this study used the Wilcoxon signed-rank test. The Wilcoxon test is a hypothesis test used to compare or see the differences between two samples that are related. This test is included in the non-parametric test so that it does not have special parameters in the test requirements (Field, 2018). The Wilcoxon test is an alternative test or replacement test for the paired sample T-test. Based on the requirements of the parametric paired sample t-test which requires the data to be normally distributed, the research data cannot be processed using the parametric paired sample t-test so an alternative test is needed, namely the non-parametric Wilcoxon signed rank test. The Wilcoxon test was carried out using the SPSS version 25 program.

The basis for making a hypothesis decision can be seen based on the probability results (Asymptotic Significance) in the Wilcoxon test results with the following basis: (1) If the sig. ≤ level of significance (0,05), the null hypothesis is rejected, (2) If the sig. > level of significance (0,05), the null hypothesis is accepted.

Findings

Student's Reading Comprehension Before Being Exposed to Dynamic Assessment

Research question one aimed to find out student's reading comprehension. To answer this research question, a pre-test was needed. In the pre-test, students were asked to do a reading test consisting of 20 multiple-choice questions. The results of the students' reading comprehension before being exposed to dynamic assessment were presented in Table 4.

Table 4. Mean and Standart Deviation of Student's Pre-test Score

Mean	N	Std. Deviation
82	35	6.410

Based on Table 4, students' reading comprehension before being exposed to dynamic assessment was in category C (enough) with a mean score of 82. It could be concluded that students' reading comprehension was not good enough. Although the results were above 75 or above the standard of minimum completeness score (KKM), it still showed a sufficient level so that students needed further learning.

Student's Reading Comprehension After Being Exposed to Dynamic Assessment

After knowing the student's reading comprehension before being exposed to dynamic assessment, the writer conducted a post-test on the students. This post-test was conducted to answer the second research question. In the post-test, students were asked to do a reading test consisting of 20 multiple-choice questions. The results of the post-test showed the student's reading comprehension after being exposed to dynamic assessment. The results of the student's reading comprehension after being exposed to dynamic assessment were presented in Table 5.

Table 5. Mean and Standart Deviation of Student's Post-test Score

Mean	N	Std. Deviation
89	35	7.470

Based on Table 5, students' reading comprehension after being exposed to dynamic assessment was in category B (good) with a mean score of 89. It could be concluded that students' reading comprehension was better than before. The result also showed an increase in the mean score of 82 to 89. Therefore, the result showed a change in students' reading comprehension for the better.

The Significant Difference in Student's Reading Comprehension Before and After Being Exposed to Dynamic Assessment

To find out the significant differences between students' reading comprehension before and after being exposed to dynamic assessment, the writer analyzed the significant differences using the SPSS version 25 Wilcoxon signed rank test, using a significance level of α = 0.05.

Table 6. Result of Wilcoxon Descriptive Test

		N	Mean Rank	Sum of Ranks
			Ranks	
		N	Mean Rank	Sum of Ranks
X - y	Negative Ranks	3a	11.33	34.00
	Positive Ranks	24b	14.33	344.00
	Ties	8c		
	Total	35		

Based on Table 6, the results of the Wilcoxon test could be seen which showed the results of the difference in students' reading comprehension ability scores from the pre-test and post-test. The decrease in scores in the post-test was experienced by 3 students with an average decrease of 11.33. The increase in reading comprehension ability scores in the post-test occurred in 24 students with an average increase of 14.33. While the remaining 8 students had the same score and did not change in both tests. Based on these results, it was reinforced by the results of the Wilcoxon Statistic Test for decision on the research hypothesis. The results of the Wilcoxon test were as follows.

Table 7. Result of Wilcoxon Statistics Test

Test Statistics	
	X - y
Z	3.753
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on Table 7, if the result of Sig. (2- tailed) < 0.05, means that there is a significant difference between pre-test and post-test scores. But if the result of Sig. (2-tailed) > 0.05, which means that there is no significant differences between pre-test and post-test scores. Based on Table 7, it showed that the value of Sig. (2-tailed) in this research was 0.00. Thus, it could be concluded that 0.00 < 0.05. It meant that there was a significant difference between pre-test and post-test scores. It meant that (Ho) was rejected and it could be concluded that there was a significant difference in student's reading comprehension before and after being exposed to dynamic assessment.

Students' Reading Comprehension Motivation After Being Exposed to Dynamic Assessment

Students' reading comprehension motivation was important to measure after being exposed to dynamic assessment. To find out students' reading comprehension motivation, the writer provided a closed questionnaire. This closed questionnaire contained 16 questions with five scales of agreement and disagreement about motivation in reading and after being exposed to dynamic assessment. Furthermore, the data from the questionnaire were analyzed by looking at the percentage of each scale. The results of students' reading comprehension motivation after being exposed to dynamic assessment are presented in Graphic 1.
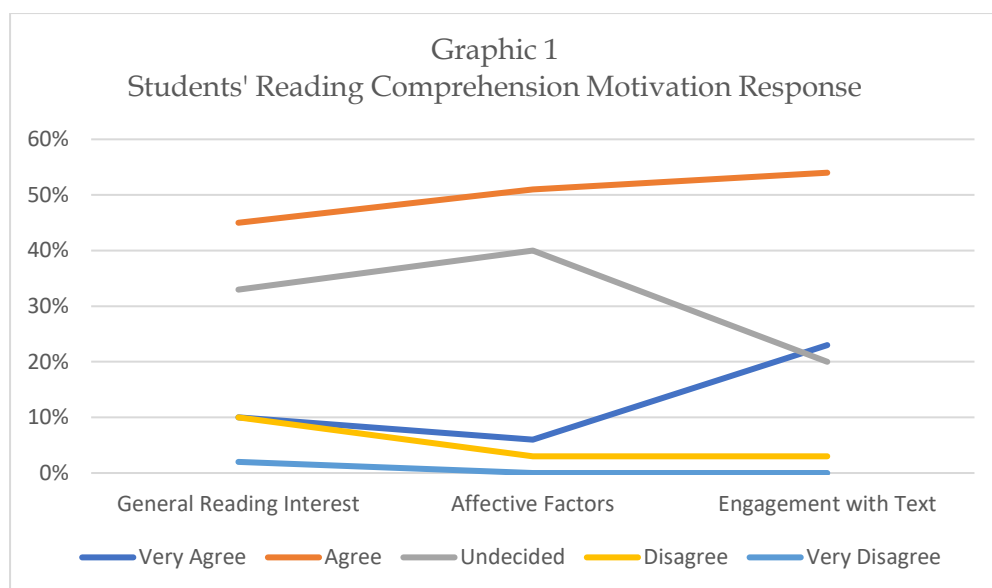
Graphic 1. Students' Reading Comprehension Motivation Response

Graphic 1 illustrates the distribution of students' responses regarding their reading comprehension motivation across three key themes: General Reading Interest, Affective Factors, and Engagement with Text. The responses are categorized into five levels: Very Agree, Agree, Undecided, Disagree, and Very Disagree. The Agree category consistently shows the highest percentage across all three themes, with a steady upward trend, indicating that a substantial number of students have a positive inclination toward reading. The Undecided category initially rises in Affective Factors but then declines in Engagement with Text, suggesting that while some students are uncertain about their reading-related emotions, they become more engaged when interacting with texts. Furthermore, the Very Agree category remains relatively low across the themes but shows a slight increase in Engagement with Text, reflecting that a smaller proportion of students express strong confidence in their reading motivation. Meanwhile, the Disagree and Very Disagree categories remain minimal, suggesting that only a small percentage of students have a negative perception of their reading comprehension motivation.

Overall, the graphic indicates that while many students recognize the importance of reading and show engagement, there is still a level of uncertainty, particularly in affective factors, which may influence their overall reading motivation. These findings highlight the need for strategies to enhance students' confidence and emotional engagement in reading.

Discussion

According to the findings of this study, the student's reading comprehension before being exposed to dynamic assessment showed a sufficient level. In that case, students may have a low level of reading comprehension, as a result of which children will not be critical, reflective, independent creative, responsible, or learn new things for daily life

(Rodriguez-barrios et al., 2021). This condition is in line with what was conveyed by Khasawneh & Al-Rub (2020) that students' reading comprehension was shown to be low in some studies. Several factors contributed to this low level, including the use of traditional reading teaching techniques in schools, the poor quality of the reading curricula, and the lack of education in listening skills. Mohammadian et al., (2018) stated that most of the time, teachers using traditional language teaching methods only use textbooks to teach, which is boring for the students. Thus, reading comprehension is a challenge for EFL students due to several issues, including reading methods, a lack of desire, and a lack of quality resources. For this reason, further exploration of reading assessment is still needed. Besides that, there is little doubt that every student has a distinct reading interest category. As with reading comprehension, some people fall into the high reading interest category, and people fall into the low reading interest category (Annida et al., 2018). Therefore, other forms of evaluation are required so that teachers can use the diagnostic data about pupils who struggle with learning and forecast their future course of action (Mohammadi & Babaii, 2022).

On the other hand, the second research finding found that the student's reading comprehension after being exposed to dynamic assessment had increased. After they were given a post-test, they scored at a good level (B). The advent of DA in applied linguistics has opened up new possibilities for second language acquisition (SLA), especially in language assessment, which has become more process-oriented and has a tendency to emphasize students' fluid abilities rather than just their preexisting ones (Sana'ati et al., 2019). New insights on assessment are provided by DA, which also identifies areas where learners can advance (Abdulaal et al., 2022). This is in line with a previous study conducted by Rahayu et al., (2022) which stated that DA is a structured approach for teaching EFL that emphasizes progress. Because DA combined education and evaluation, numerous growth prospects have become available. DA interaction's two-way nature makes it an ideal fit for standard practices in EFL and ESL classes. For that reason, DA is very important because DA serves both educational and learning purposes in addition to its assessment function, which is to assist students in reaching a better level of development (Amini, 2015).

This study highlights the importance of implementing DA to support students' learning progress in line with the *Merdeka Belajar* Curriculum. As mentioned by Sopiansyah & Masruroh, (2021) the new learning paradigm refers to the implementation of the *Merdeka* Curriculum. It guarantees that learner-centered techniques are used. Faiz et al., (2022) added that according to this new paradigm, learning is a cycle that starts with the mapping of competency standards, followed by the planning of the learning process and the use of assessments to enhance learning and help students reach the desired competencies. This new paradigm of learning gives teachers complete control over the learning process, particularly when it comes to creating learning plans and assessments that are specific to the requirements and characteristics of each student. Kasman & Lubis, (2022) also said that this aligns with the *Merdeka* Curriculum's lesson planning principle, which states that to foster students' motivation, interest, creativity, initiative, inspiration, and independence, lessons should be designed with their

individual differences, participation, and student-centered learning in mind. To create learning objectives that meet the needs of each student, teachers must be aware of and comprehend the unique qualities of each student.

This study also revealed that DA provides a significant difference. This is proven based on the results of their score calculations using the Wilcoxon signed rank test. The results of the calculations show changes in the mean scores of students who were initially at level C to level B. From the significant difference, we can find that DA is a more accurate indicator of students' reading comprehension than a traditional assessment. DA's pedagogical significance is not just in helping students get the right answer, but also in assisting them in developing new understandings that will guide their future performances. (Kazemi et al., 2021). This is in line with what was conveyed by Suherman (2020), in contrast to static assessment, which mainly aimed to evaluate students' answers without giving them feedback to advance, DA was fundamentally a tool that teachers could use to assist students in developing their abilities and understanding. In contrast to score-oriented evaluation, DA allowed teachers and students to work together to complete assignments. Good assessment procedures facilitate the identification of learning gaps, allow teachers to modify their lesson plans to accommodate a range of student needs, and promote active student participation (Nuraini et al., 2025).

Finally, DA also affects the students' reading motivation. This is based on this study's findings. The fourth study finding mentions that students' reading comprehension motivation is a raise. As mentioned by Estrada-Araoz et al., (2023) that Employing DA can enhance self-concept, motivation, and self-regulation. It can also help students become more independent and self-sufficient. Additionally, DA facilitates collaborative learning, where assessors and assessees work together to overcome learning obstacles. Moreover, several arguments were given for employing DA, including the quantity of work required, the increased autonomy and motivation of students, and the simplicity of grading (Mohammadi & Babaii, 2022). All things considered, DA promotes a fun learning atmosphere while offering students educational and psychological advantages. More generally, the results help practitioners better understand and successfully implement DA in the classroom to promote motivation and learning (Kazemi et al., 2020).

Conclusion

Based on the result and discussion of the study, the writer concluded that DA significantly improved students' reading comprehension and motivation. Before the treatment, students' reading comprehension was at a sufficient level, which improved markedly after the implementation of DA. The Wilcoxon signed-rank test confirmed a significant difference between pre-test and post-test scores, indicating dynamic assessment's positive impact. Additionally, the Motivation Reading Questionnaire revealed that students found DA engaging and helpful in understanding reading material, contributing to increased enthusiasm and confidence. To address the shortcomings of this research, future researchers are advised to carry out comparable studies with larger sample sizes.

Although reading comprehension and motivation were the main topics of this study, other aspects of students' varied requirements and circumstances might be examined in subsequent research.

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Volume 3 | Number 1

The Role of Self-Regulated Motivation in Fostering EFL Learners' Academic Writing Skills

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ABSTRACT

This study highlights the importance of fostering strong self-regulated motivation in EFL learners before engaging them in complex academic writing tasks. Drawing from educational psychology, it emphasizes how motivation plays a key role in navigating the challenges of academic writing. This small-scale library research aimed to explore how self-regulated motivation supports the development of academic writing skills among EFL learners. Through thematic analysis of 25 relevant studies, the research identified two key findings: (1) self-regulated motivation helps EFL learners become more organized in their writing process, and (2) it contributes to better academic writing outcomes. Overall, the study reinforces the need for educators to prioritize motivation in academic writing instruction.
Keywords: Self-regulated motivation; academic writing; EFL learners; Library investigation; thematic analysis

Introduction

When fresh graduate students decide to enter a higher educational study; college level, they must be ready to manage their personal and academic lives. Concerning academic enterprises, college students are indispensably required to determine clear learning goals, monitor the ongoing learning progress, and evaluate the specifically attained learning outcomes. Brún (2023) states that college students should exercise their impending life and working skills by planning, monitoring, and reflecting on their academic learning enterprises without highly dependent on other external parties. Concerning this indispensable requirement, universities all around the globe need to provide extensive training on the extent college students can manage their academic lives to make them thrive in every course they are currently taking. Endres et al. (2023) believe that it is one of the huge responsibilities of worldwide universities to address college students with intensive self-regulation training in which they can attain more fruitful academic learning outcomes after the completion of some already-taken courses. One of the challenging and complex courses potentially dispiriting college students is academic writing. To consistently showcase a good repertoire of academic writing skills, college students should have a profound understanding of the specifically assigned topics and possess advanced formal writing conventions as academic writing enterprises require each student to explain their particular conceptions through well-structured and understandable writing structures.

However, while these previous studies have emphasized the role of institutional support in fostering self-regulated learning and general academic success, the application of self-regulation is still in its burgeoning as educational institutions strive to provide professional educationalists with an intensive series of self-regulation training in relation to modern academic writing dynamics. Meaning to say, the proper internalization of self-regulation should be tailored to academic writing contexts. By focusing on the complexities of academic writing process, the current investigation can shed enlightenment for second language educators to promote better-facilitated academic writing enterprises as EFL learners are eager to constantly hone their academic writing and skills outside the regular classroom contexts resulting in the significant enhancement of their writing learning autonomy and achievements. All these paramount academic writing learning elements are consistent with Han and Hiver (2018) advocating globalized second language educators to impart intensive academic writing training for college EFL learners by which they will become more adept at expounding their particular thoughts, ideas, and perspectives clearly to the targeted readers.

However, cognitive rehearsals for the gradual advancement of academic writing skills are not sufficient for leading college EFL learners to attain fruitful academic writing learning success. Previous researchers contend that positive psychological constructs within EFL learners can enable them to obtain more fruitful academic writing learning outcomes since they begin to experience enjoyment, positive feelings, and optimism when embarking on various academic writing enterprises. Griffiths et al. (2021) assert that second language educators need to prioritize the positive psychological aspects of growth before immersing college students in academic writing learning activities by

which they can gradually experience a higher degree of academic writing learning enjoyment. One of the positive psychological constructions rewarding to be further utilized in EFL academic writing learning enterprises is self-regulated motivation. This term is subdivided into two major streams namely self-regulation and motivation. Self-regulation refers to learners' capabilities to exert more powerful control on their specific learning activities in an attempt to successfully achieve the targeted learning goals. Zhang and Zhang (2019) believe that highly self-regulated learners will have broader opportunities to experience more gratifying academic achievements since they continuously expend their fullest learning efforts to attain their desired learning objectives.

Concerning academic writing learning dynamics, self-regulation plays a pivotal role in shaping EFL learners' motivation, resilience, and confidence while confronting varied taxing academic writing tasks. With the constant accompaniment of self-regulation, EFL learners can organize their ideas, contentions, and arguments accordingly in the form of well-structured paragraphs. This fruitful academic writing learning attainment is not happening by accident since highly self-regulated EFL learners are getting better at planning, monitoring, and evaluating their personalized academic writing learning enterprises. These impactful self-regulation values are in line with Shen and Bai (2024) avowing that highly self-regulated EFL learners do not encounter serious impediments in delineating their specific ideas in some particular academic writing learning contexts since they have become more skillful at coordinating every single idea accordingly to meet the standardized academic writing objectives set beforehand.

Concerning motivation, EFL learners dealing with academic writing assignments are strongly advised to instill robust eagerness to explore a wide variety of potential resources, strategies, and competencies beneficial for the significant betterment of their impendent academic writing skills development. DiFrancesca et al. (2016) aver that by cultivating robust learning motivation at the beginning of academic writing learning journeys, EFL learners will not easily give up when facing a vast array of taxing academic writing learning hurdles since they are committed to independently practicing their desired academic writing competencies Motivation can be analogized as an extensive breath for EFL learners to continually survive and thrive in their academic writing learning activities in which they will undergo a higher level of contentment after accomplishing a certain number of challenging academic writing tasks. Zander et al. (2018) postulate that with the prolific growth of robust learning motivation, EFL learners will repeatedly experience satisfying academic writing success since they always put their best efforts in an attempt to finish a particular number of academic writing tasks.

Regarding all these above-explained psychological constructs, it is worthwhile to further emphasize that under the limelight of self-regulated motivation, college EFL learners will no longer experience excessive trepidation upon dealing with various arduous academic writing tasks. This praiseworthy character transformation can potentially take place since highly self-regulated and motivated college EFL learners consistently stick with the predetermined academic writing learning objectives. Zhang et al. (2022) strongly recommend worldwide second language practitioners offer supportive

assistance for college EFL learners to determine obtainable academic writing learning objectives at the commencement of their academic writing enterprises by which they can heed their fullest attention and commitment to attain those stipulated goals. By continually adhering to their academic writing learning goals, college EFL learners are more likely to impart their fullest academic writing learning efforts irrespective of adverse hindrances they are constantly facing. This laudable attitude is affected by the positive growth mindset that every effort having been imparted will benefit them most as long as they dedicate their utmost academic writing learning efforts. Sun and Wang (2020) highly prompt globalized second language educationalists to empower EFL learners with the decent development of a positive growth mindset before commencing the impending academic writing learning activities wherein they hold strong beliefs that their expendable initiatives along with actions will bring about a significant degree of benefits for the holistic escalation of their academic writing proficiency skills improvement.

According to Zimmerman (2002), self-regulated learning process comprises of forethought, performance, and self-reflection phases. These three major phases pave rewarding writing learning pathways for EFL learners as they are capable of stipulating achievable writing goals, becoming more adaptive decision-makers, and conducting profound evaluations on their previous writing activities. The forethought phase requires EFL learners to determine clearer writing learning goals at the onset of their text composition process. To maximize the best utilization of forethought phase, EFL learners need to familiarize themselves with the nature of specific writing tasks they attempt to accomplish. By doing so, language learners are more willing to persistently complete the assigned writing assignments even though they face a wide variety of taxing writing impediments. As a result, they are more likely to transform into highly-achieving writers. Hajiabadi et al. (2023) suggested second language educators to cultivate robust forethought growth before engaging their learners in various complex writing activities by which they are committed to finishing the targeted writing tasks amidst the arduous writing obstacles.

In the support of performance phase, EFL learners can progressively turn into more adept strategic orchestrators. It can be said so because they are skillful managing internal and external pressure in their present writing learning trajectories. By exerting more potent control on their personalized writing learning processes, EFL learners elude themselves from instilling excessive burnout during the text composition enterprises. The entrenchment of this laudable writing behavior is the result of their abilities to take the utmost writing part prioritizations needed to be accomplished at the outset of writing activities. This contention is mutually interlinked to Brenner (2022) believing that with the accompaniment of performance phase, second language learners can minimize stressful writing learning atmosphere since they have been more skilled at determining the best strategies working best for resolving their present writing barriers. In self-reflection phase, EFL learners will have wider chances to foster the quality of their future writing texts. It can be surmised that manner because they are profoundly aware of frequent mistakes taking place in their former compositions.

By accurately analyzing those pinpointed writing drawbacks, second language learners potentially inculcate a higher degree of conscientiousness while depicting their particular thoughts, notions, and ideas in the impending writing tasks resulting in the significant enhancement of their writing performances. Panadero (2017) highlighted on the importance of acclimatizing EFL learners to systematic and exhaustive self-reflection phase before embarking the real-time writing activities through which they gain a more comprehensive understanding of some particular writing areas requiring constant practices. With the integration of these three cyclic self-regulation process in modern EFL writing learning enterprises, second language learners are more liable to cultivate robust writing learning autonomy and lifelong characters in their academic settings. This probability event may take place as EFL learners have been mindful and skillful in planning, monitoring, and evaluating their progressive writing learning progression without depending severely on other external classroom parties; teachers and classmates. As a result, these self-regulated learners will not merely endure smoother transitions during the text composition stages but also enjoy the attainment of fruitful writing learning outcomes.

Five previous studies were conducted concerning the major research topic proposed in this small-scale qualitative study. In the first study, Brún (2023) highly encouraged globalized second language educators to profoundly depict clearer academic writing criteria to EFL learners to enable them to become more conscious concerning the heterogeneous academic writing tasks they are going to confront. Djatmika et al. (2022) strongly prompted worldwide second language educationalists to constantly corroborate EFL learners' self-efficacy, growth mindset, and critical thinking skills development at the commencement of academic writing learning activities in which they gradually transform into more mature, proficient, and highly achieving academic writers. Suanthong (2023) unveiled that most Thailand university EFL learners had succeeded in accomplishing their thesis writing assignment promptly after being armed with the robust growth of growth mindset by which they believe that a certain number of academic writing tasks can be possibly completed as long as they are committed to practicing their academic writing skills. Teng and Wang (2023) unraveled that the majority of Chinese university EFL learners consistently displayed satisfying academic writing performances amidst the prolific development of self-efficacy beliefs wherein they are highly desirous of maximizing their academic writing learning efforts to the fullest potential. Lastly, Yenti (2022) strongly advocated college university EFL learners not merely attributing their academic writing learning failures to external factors such as unpleasant classroom environments or restricted writing time, but need to ponder conscientiously on their personalized writing efforts whether they have expended the most optimum attempts or not.

All these five prior studies have not exhaustively explored on the crucial role of self-regulated motivation in fostering EFL learners' academic writing skills. To compensate for this study gap, the researcher conducted this moderate library study as a further attempt to help EFL learners experience better-facilitated academic writing learning enterprises leading them to enact significant progression towards their academic writing

competencies, performances, and achievements. To achieve the aforementioned study objective, one following research problem was postulated as follows: how does self-regulated motivation foster EFL learners' academic writing skills?

Methodology

The researcher conducted a thorough library investigation concerning the role of self-regulated motivation in fostering EFL learners' academic writing skills. The main purpose for capitalizing on a library analysis method in this modest qualitative study was the researcher could potentially generate more reliable, relatable, and applicable research results compatible with the specific educational fields undergone by existing educational parties. It is because the researcher continuously checked the findings to identify probable discrepancies hampering the whole quality of this study report. Klassen et al. (2012) postulate that with the optimum implementation of a library analysis approach, the researchers will feel at ease while yielding more understandable, credible, and relevant research findings as they constantly monitor the targeted research outcomes to avoid any kinds of unintended mismatches among the data. To substantiate the maximum internalization of a library analysis method, the researcher simultaneously applied a thematic analysis approach. With the support of a thematic analysis approach, the researcher will succeed in generating more comprehensible research results for the targeted educational stakeholders. The significant escalation of this comprehensibility is the tangible result of the well-structured data grouping process incorporated during the activation of a library analysis step. This advantageous research outcome is commensurately linked to Nowell et al. (2017) theorizing that through the employment of a thematic analysis, the designated research stakeholders are capable of obtaining a more profound understanding of the specifically discussed data since the researchers subsumed all these identical research findings into some appropriate themes. There was an excerpt of thematic analysis results produced by the researcher and it can be discerned in the following lines.

Table 1. Theme Analysis

Bai, B., & Guo, W. (2021). Motivation and self-regulated strategy use: Relationships to primary school students' English writing in Hong Kong. *Language Teaching Research*, 25(3), 378-399.	Self-regulated motivation enabled Chinese EFL learners to transform into more proficient second language academic writers whereby they have become more cognizant of their particular strengths and weaknesses during taking part in various academic writing activities.
Teng, L. S. (2024). Individual differences in self-regulated learning: Exploring the nexus of motivational beliefs, self-efficacy, and SRL strategies in EFL	Through the activation of robust self-regulated motivation growth, Chinese EFL learners progressively transform into more productive academic writers who are skillful at planning, monitoring, and

writing. *Language Teaching Research*, 28(2), 366-388.	evaluating their current academic writing learning process.
Elkot, M. A., & Ali, R. (2020). Enhancing self-regulated learning strategy via handheld devices for improving English writing skills and motivation. *International Journal of Information and Education Technology*, 10(11), 805-812.	The predominant number of Iranian EFL learners infused a higher level of readiness when confronting a wide variety of taxing academic writing learning impediments after establishing strong self-regulated motivation where they became efficient and independent problem-solvers responsible for their whole academic writing learning enterprises.
Umamah, A., & Cahyono, B. Y. (2022). EFL University Students' Use of Online Resources to Facilitate Self-Regulation for Writing. *Computer-Assisted Language Learning Electronic Journal*, 23(1), 108-124.	It is becoming progressively important for second language writing learning instructors to arm EFL learners with the decent growth of self-regulated motivation in order to allow them to become more resourceful academic writers who are insightful toward a vast variety of academic writing learning resources.
Teng, L. S., & Zhang, L. J. (2020). Empowering learners in the second/foreign language classroom: Can self-regulated learning strategies-based writing instruction make a difference? *Journal of Second Language Writing*, 48, 100701.	It is of foremost importance for second language educators to assist EFL learners to develop a higher sense of self-regulated motivation at the commencement of their academic writing learning dynamics whereby they can gradually turn into more confident academic writers who are skillful at employing a vast array of meaningful writing strategies working most compatibly with their specific academic writing learning contexts.

The researcher utilized some colors while categorizing some research results into some main particular themes. By carrying out this strategy, the researcher could make significant differentiations among the generated research findings since some important points were highlighted to proceed into more accurate data groupings. Furthermore, the researcher concurrently employed an open-coding method to reinforce the comprehensibility of this library study. With the support of an open-coding method, the researcher could organize all the intended findings accordingly in conformance with the particularly investigated study topic. This valuable benefit is positively interlinked with Braun and Clarke (2021) confirming that under the guidance of an open-coding analysis method, the researchers will not encounter serious hardships during the data evaluation stage as every single research finding stipulation is enacted based on the mainly proposed research topic.

All these analyzed research results were derived from 25 self-regulated motivation and academic writing studies published in both international and national journal article websites. The major reason triggering the researcher to select all these 25 investigations in various reputable journal article platforms was the heightened trustworthiness forming in the research themes. The year of these 25 scientific works ranged from 2018 to the 2024 year. The last 7 years published journal articles were the topmost priority in this library investigation to foster the relatedness between the analyzed data with the real-time second language classroom learning climates happening worldwide. There are three essential aspects the researcher prioritized while selecting these prior 25 self-regulation motivation and academic writing studies named the reliable instruments for assessing EFL learners' self-regulation, task instruments, and the demographic situations of involved research participants. Previous studies have employed various instruments to assess EFL learners' self-regulation growth in their habitual writing learning dynamics. Most researchers capitalized on standardized questionnaires and strategy scales. Other researchers also employed Motivated Strategies for Learning Questionnaire (MSLQ) and Self-Regulated Learning Interview Schedule (SRLIS) to measure the incessant development of EFL learners' self-regulation while facing a vast variety of challenging writing tasks. The aforementioned researcher instruments imparted invaluable and novel insights for second language educational stakeholders aspiring to escalate their learners' writing proficiency with the optimal support of robust self-regulated motivation growth.

The writing assessment rubric used in these prior 25 self-regulated motivation and writing studies employed general writing criteria such as coherence, organization, vocabulary use, grammatical accuracy, and argumentation. To yield more reliable and robust findings, all these designed writing assessment rubrics have been scrupulously checked through inter-rater reliability measures like Cohen's kappa or intra-class correlation coefficients (ICC). These two face validities ensure the accurate interpretations and implications of the designated results as the stipulated instruments are enacted to reflect the continuous development of EFL learners' self-regulated motivation and academic writing competencies. The participants partaking in these previous 25 self-regulated motivation and writing studies were selected based on the specific objectives enacted by the researchers. These prior investigations involved EFL learners possessing heterogeneous social, cultural, and educational backgrounds.

Concerning the availability of these rich demographic backgrounds, the researchers subsumed each research participant based on their current self-regulated motivation and academic writing skills growth. By embodying the above-mentioned action, the researchers are capable of expounding salient differences between language learners inculcating robust self-regulated motivation and the ones undergoing scant development of self-regulation in their writing learning dynamics. This critical differentiation affected the whole data credibility explicated in present small-scale library investigation as the reviewed research results would address comprehensive overviews to the readers concerning the pivotal function of self-regulated motivation in escalating EFL learners' academic writing competencies.

Two propelling forces motivated the researcher to conduct this current small-scale library investigation. Firstly, the prospective findings forming in this present small-scale library study can potentially broaden worldwide second language educationalists' horizons that the promotion of meaningful and fruitful academic writing learning process is tightly interwoven with the positive psychological growth cultivated among EFL learners, one of which can be potentially bolstered through the optimum growth of self-regulated motivation. Secondly, the impendent results are more likely to encourage globalized second language educators to start devising varied interactive, enjoyable, and authentic academic writing programs rewarding for the sustainable development of EFL learners' self-regulated motivation growth. By doing so, EFL learners will infuse robust eagerness to continue practicing their academic writing skills outside of the regular academic writing classroom vicinities since they have been aroused with an academic writing subject. In the end, the researcher argumentatively expounded the impending research results in agreement with the previous self-regulated motivation theories and findings. This ultimate library study step matters most for the increased credibility of all the explicated research results in which the researcher grounded his standpoint with the solid accompaniment of scientifically informed research decisions.

Findings

In this section, the researcher aimed to delineate more explicit and comprehensive explanations concerning two major themes generated by the thematic analysis: (1) Self-regulated motivation enabled EFL learners to become well-organized academic writers and (2) self-regulated motivation helped EFL learners to achieve valuable academic writing learning outcomes. To that end, plausible explanations will be expounded in the following lines.

Table 2. Self-regulated motivation enabled EFL learners to become well-organized academic writers

Theme 1	Authors
Self-regulated motivation enabled EFL learners to become well-organized academic writers	Abadikhah et al. (2018); Bai and Guo (2021); Teng (2024); Elkot and Ali (2020); Teng and Zhang (2018); Tubaon and Palma (2022); Bai and Guo (2021); Wijaya and Setiawan (2021); Theobald (2021); Nückles et al. (2020); Diasti and Mbato (2020); Sun and Wang (2020).

With the constant accompaniment of self-regulated motivation, EFL learners can become more well-organized academic writers. This commendable learning characteristic is identical to how EFL learners manage their designated time, resources, and environments to accomplish the specifically assigned academic writing tasks. It is worth noting that these highly self-regulated and motivated EFL learners do not merely complete their academic writing assignments responsibly but also produce satisfying academic writing results. The aforementioned assertion is closely interlinked with Abadikhah et al. (2018) theorizing that under the limelight of self-regulated motivation,

EFL learners will have wider chances to gain more fruitful academic writing learning outcomes attainment since they can finish the targeted academic writing tasks promptly. Becoming more well-organized academic writers can be attributed to EFL learners' abilities to discover their particular academic writing strengths and weaknesses. This reflective learning evaluation is crucial in allowing EFL learners to yield high-quality academic writing texts as they conduct intensive monitoring analysis while composing their academic writing tasks.

Bai and Guo (2021) unearthed that the majority of Chinese EFL learners are progressively transforming into more thoughtful and well-organized academic writers after inculcating robust self-regulated motivation by which they have gained more profound awareness concerning their specific academic writing strengths and drawbacks. It is worth noting at the same time that self-regulated motivation can pave better enlightenment for EFL learners to gradually transfigure into more persistent academic writers. In self-regulated motivation, persistent characters resonate well with EFL learners' problem-solving skills development. As EFL learners are getting more accustomed to overcoming a wide variety of taxing academic writing learning barriers, they are keener on continuing their challenging academic writing activities since they fully believe that there will always be efficient solutions to every difficulty. This standpoint is positively linked to Elkot and Ali (2020) discovering that the majority of Iranian EFL learners were committed to dealing with a vast variety of adverse academic writing learning obstructions after cultivating well-established problem-solving skills since they have become more adept at devising their personalized strategies to overcome varied academic writing learning obstructions.

By progressively becoming well-organized academic writers, EFL learners are simultaneously able to instill a higher level of confidence when approaching various given academic writing assignments. This significant elevation of self-confidence occurred since EFL learners have become more skilled at creating a mutual interplay among the academic writing strategies they are harnessing. With the adaptable orchestration of academic writing strategies, EFL learners will not feel anxious while being crammed with formidable academic writing hindrances in which they can make some flexible adjustments when one particular strategy does not work well with their particular academic writing learning contexts. Teng and Zhang (2018) strongly suggested second language educators nurture EFL learners' self-regulated motivation development at the onset of academic writing learning enterprises to enable them to turn into more adaptable strategic makers who are skillful at resolving strenuous academic writing hurdles.

In the end, it is worthwhile to argue that in the light of self-regulated motivation, EFL learners will simultaneously escalate their self-efficacy level. It can be said so because highly self-regulated and motivated EFL learners instill a growth mindset that they can conquer every arduous academic writing learning hurdle as long as they believe in their academic writing competencies. With this heightened self-efficacy growth, EFL learners are more likely to transform into more successful academic writers since they constantly dedicate their utmost writing efforts. Tubaon and Palma (2022) revealed that the

predominant number of Philippines EFL learners consistently showcased gratifying academic writing performances after infusing laudable self-regulated motivation growth by which they are supportively assisted to hold strong beliefs toward their academic writing proficiency growth.

These findings carry significant implications for teaching practices, curriculum development, and instructional intervention strategies. Firstly, second language educators are clearly informed concerning the importance of incorporating scaffolded academic writing tasks emphasizing on goal-setting, self-monitoring, and reflective practices through which EFL learners are capable of exercising their autonomous learning character to the utmost growth. Hence, teachers should immerse EFL learners into reflective-based writing dynamics after the completion of particular writing assignments wherein they will be profoundly aware of their strengths and weaknesses. For curriculum planners, academic writing courses should be designed in tandem with the insistent higher-order thinking skills growth; decision-making and problem-solving activities among EFL learners. These two skills are pivotal for reinforcing EFL learners' writing proficiency and self-regulation development as they are adept at orchestrating a wide variety of strategies in line with their present writing learning situations. Lastly, academic writing strategies need to be reformed in more adaptive ways in order to ensure the sustainability of language learners' writing skills and self-regulation growth. By embodying the aforesaid suggestion, EFL learners are more likely to obtain more gratifying target language achievements since they can determine the most workable writing pathways working best for them.

Table 3. Self-regulated motivation helped EFL learners to achieve valuable academic writing learning outcomes

Theme 2	Authors
Self-regulated motivation helped EFL learners to achieve valuable academic writing learning outcomes	Teng and Zhang (2022); Wilby (2022); Bai and Wang (2023); Guo and Bai (2022); Umamah and Cahyono (2022); Nabhan (2019); Mbato and Cendra (2019); Shen and Bai (2024); Lakos et al. (2023); Merett et al. (2020); Teng et al. (2022); Lim and Yeo (2021); Nen et al. (2022).

Discussion

With an internalization of self-regulated motivation, EFL learners can potentially achieve valuable academic writing learning outcomes. To achieve this holistic academic writing learning outcome, second language educationalists should commission their learners to determine achievable and clear academic writing learning objectives. This action is pivotal in establishing robust academic writing learning motivation among EFL learners by which they will continuously remember their academic writing learning goals, which in turn enables them to practice their academic writing competencies outside the formal academic writing classroom contexts. This crucial viewpoint echoes Teng and Zhang (2022) uncovering that with the decent growth of self-regulated

motivation, Chinese EFL learners have been more competent at determining obvious and attainable academic writing learning purposes igniting life-long academic writing attributes by forging their targeted academic writing skills without being told to. The prolific growth of self-regulated motivation also deals with the significant elevation of EFL learners' inquisitive learning character development. Highly self-regulated and motivated EFL learners are more prone to conduct more exhaustive exploration upon receiving some specific novel academic writing lessons.

By possessing a higher degree of inquisitiveness, EFL learners are more likely to yield more gratifying academic writing compositions since they obtain a deeper understanding of the writing topics that are going to be discussed. Bai and Wang (2023) unraveled that the vast number of Chinese universities EFL learners successfully produced more satisfying academic writing products after incorporating strong self-regulated motivation growth whereby they are intensively trained to run in-depth knowledge explorations when encountering some novel learning topics. In the same vein, self-regulated motivation concurrently paves more promising academic writing learning pathways for EFL learners to shift into more resourceful academic writers. This resourcefulness is the tangible result of EFL learners' abilities to select various kinds of sources that fit most compatibly with their academic writing learning contexts. Through this admirable character, EFL learners will possess a richer repertoire of academic writing learning resources enabling them to enjoy the authentic meanings of academic writing enterprises. The above-explicated conception is in agreement with Umamah and Cahyono (2022) articulating that it is of great importance for second language teachers to nourish EFL learners' self-regulated motivation growth at the commencement of academic writing learning dynamics by which they are highly desirous of collecting varied beneficial academic writing learning resources extending supportive assistances for the significant betterment of their academic writing competencies progression.

Specifically note, it is of foremost importance as well for the second language educationalists to thoroughly expound all the specific academic writing criteria at the outset of their regular academic writing classroom circumstances to help EFL learners achieve gratifying academic writing learning success. By familiarizing themselves with particular academic writing aspects going to be assessed by their second language learning instructors, EFL learners will firmly embark on their forthcoming academic writing journeys with great motivation since they can predict that the eventual academic writing learning outcomes will be meritorious for them. All these conceptions seem to concur with Mbato and Cendra (2019) unfolding that the great majority of graduate Indonesian university EFL learners have succeeded in attaining satisfying academic writing learning achievements after the completion of their academic writing course wherein they are constantly reminded to make critical discernment on the determined academic writing features assessed by their lecturers.

Lastly, the robust elevation of self-regulated motivation growth is also influential for the successful promotion of autonomous learning behavior among EFL learners. Highly self-regulated and motivated EFL learners are more liable to exert more potent control on their academic writing learning enterprises without relying extensively on

other learning community intensive assistances such as teachers and classmates. It can be contended so because self-regulated motivation enables EFL learners to determine the best strategies working best for their specific academic writing learning contexts and know the exact reasons for capitalizing on those chosen strategies. The above-elucidated argument appears to reinforce the previous result of Merett et al. (2020) discovering that the vast majority of Brazilian EFL learners started to inculcate self-reliant characters when taking part in varied academic writing learning activities in which the well-entrenched development of their self-regulated motivation enabled them to obtain a more profound understanding of why and how to utilize a certain number of suitable academic writing strategies.

Based on these findings, it becomes apparent that second language educationalists need to equip EFL learners with a series of academic writing learning dynamics profiling robust self-regulation growth in the long run. In a simpler note, teachers should design their annual academic writing programs in more interactive, moderately-challenging, and thought-provoking fashions. By doing so, EFL learners progressively transform into more self-reliant writers since they are striving to devise the best solutions fitting best for solving their specific writing hindrances. In the same vein, second language teachers need to acclimatize their learners to stipulate clear and achievable writing learning objectives at the onset of academic text composition process. This action matters most for the remarkable growth of self-regulated motivation as EFL learners are willing to redouble their forthcoming efforts in an attempt to fully achieve the most-coveted writing learning purposes. Although most self-regulated writing learning dynamics anchor on autonomous classroom activities, there is an indispensable need for second language educators to address positive, constructive, and relevant feedback after the accomplishment of certain writing tasks. By comprehensively commenting on EFL learners' writing text contents, they are more likely to be more self-regulated writers possessing robust writing motivation. It can be phrased that way as they have gained a profound awareness of the specific writing standards and expectations demanded for their impending writing performances.

Conclusions

In conclusion, self-regulated motivation is a key factor in helping EFL learners become more organized and successful academic writers. Learners with strong self-regulation take initiative to improve their writing skills, adapt strategies to different contexts, and take control of their learning. This motivation also enables them to plan, monitor, and evaluate their progress, gradually shaping them into more confident and capable writers. Practically, self-regulated motivation fosters a growth mindset, encouraging learners to view challenges as opportunities for improvement. To support this, curriculum designers should create authentic, interactive, and moderately challenging writing tasks that build learners' self-regulation and problem-solving abilities. These tasks not only enhance higher-order thinking skills but also nurture more effective writing strategies. However, this study has limitations. Its findings are not widely generalizable due to the small number of sources reviewed and the complexity of factors influencing EFL writing development. Therefore, future research should include a

broader range of studies to yield more comprehensive insights. Despite these limitations, the findings offer valuable guidance for educators to rethink and improve writing instruction by promoting self-regulated motivation — an essential element for both academic writing success and lifelong learning.

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3Ps-Based Game for Teaching Vocabulary to Young Learners

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ABSTRACT

This study highlights the importance of building strong self-regulated motivation in EFL learners before engaging them in academic writing tasks. Motivation plays a vital role in helping learners handle the challenges of academic writing and develop effective learning strategies. This small-scale library research aimed to explore how self-regulated motivation supports the improvement of EFL learners' writing skills. A thematic analysis was conducted on 25 studies related to self-regulated motivation and academic writing to ensure the relevance and reliability of the findings. The results revealed two main outcomes: (1) self-regulated motivation helps learners become more organized in their writing process, and (2) it enables them to achieve better academic writing outcomes. These findings emphasize the need for educators to promote self-regulation in writing instruction to support learners' long-term academic growth.

Keywords: 3Ps, game-based learning, language acquisition, vocabulary instruction, young learners

Introduction

Vocabulary acquisition plays a crucial role in language learning, as it serves as the foundation for developing reading, writing, listening, and speaking skills. For young learners, a strong vocabulary is essential for effective communication and comprehension. However, traditional vocabulary instruction methods, such as rote memorization, often lead to disengagement and limited long-term retention. As a result, researchers and the teacher have increasingly explored game-based learning as an alternative approach to enhance vocabulary acquisition. Game-based learning provides an interactive and engaging environment that fosters motivation and improves learning outcomes.

Recent studies have highlighted the benefits of game-based learning for vocabulary instruction. Ling and Abdul Aziz (2022) conducted a systematic review indicating that game-based learning strategies significantly enhance vocabulary retention and engagement among primary ESL learners. Similarly, Utami et al. (2021) found that the integration of games, such as "Word Guess," with flashcard media contributed to improved vocabulary acquisition and comprehension. Furthermore, research by Jia et al. (2024) demonstrated that digital game-based learning positively influences both receptive and productive vocabulary knowledge in EFL learners.

Despite the growing body of literature supporting game-based vocabulary instruction, limited research has examined the structured implementation of game-based learning through the Presentation, Practice, and Production (3Ps) concept. While various studies have explored different game-based strategies, there remains a gap in understanding how the 3Ps model can be effectively applied to vocabulary instruction for young learners.

This study aims to address this gap by investigating the effectiveness of 3Ps-based games in teaching vocabulary to young learners. Specifically, it seeks to assess the impact of this approach on student engagement and vocabulary retention, identify challenges faced by both the teacher and students, and explore strategies to overcome these obstacles. By providing a deeper understanding of the practical application of the 3Ps concept within game-based learning, this research contributes to the development of more effective and engaging vocabulary instruction methods for young learners.

Literature Review

Game-based learning has been widely recognized as an effective strategy for vocabulary acquisition, particularly among young learners. Research indicates that games enhance motivation, engagement, and retention of new words by creating an interactive and enjoyable learning environment (Rahman et al., 2020). Games provide learners with opportunities to use new vocabulary in meaningful contexts, reinforcing word recognition and recall. Through active participation, students are encouraged to practice language skills in a low-stress environment, which can significantly improve their confidence and willingness to communicate (Gee, 2013). The integration of digital

tools and multimedia elements further enhances the effectiveness of game-based learning, making it a preferred method for modern classrooms (Prensky, 2001).

This aligns with the 3Ps Concepts—Provision, Protection, and Participation—which serves as a foundational approach in child-centered education (UNICEF, 2019). Provision ensures that children have access to appropriate learning resources, including age-appropriate games, visual aids, and interactive exercises. Protection safeguards them from harmful educational practices by promoting a structured yet flexible learning environment, ensuring that games do not lead to unnecessary competition or stress. Participation emphasizes their active engagement in the learning process, fostering autonomy and motivation (Smith & Johnson, 2021). By integrating game-based learning with the 3Ps concept, the teacher can create an inclusive and dynamic vocabulary instruction model that fosters meaningful student involvement.

Several studies have demonstrated the positive impact of game-based learning on vocabulary acquisition. According to Nation (2013), students who engage in interactive language games exhibit higher retention rates and improved contextual understanding of new words. Additionally, research by Cameron (2001) emphasizes that vocabulary learning should be interactive and meaningful to young learners, which aligns with the participatory nature of game-based instruction. The use of educational games allows students to associate new vocabulary with images, sounds, and real-life scenarios, facilitating deeper cognitive processing (Schmitt, 2014).

However, while many studies highlight the benefits of game-based learning, there is limited research on its implementation within the 3Ps concept. Existing literature focuses on general game-based approaches without explicitly examining how Provision, Protection, and Participation influence vocabulary instruction. Additionally, challenges such as varying student proficiency levels, instructional time constraints, and difficulty understanding game instructions can hinder the effectiveness of these methods (Nguyen & Habók, 2022). Younger learners may struggle with understanding complex game mechanics, requiring the teacher to provide additional scaffolding and differentiated instruction. Addressing these challenges requires the teacher to adopt adaptive teaching strategies, such as providing additional explanations, incorporating visual aids, and fostering peer collaboration (Brown & Lee, 2019). Furthermore, research by Wright, Betteridge, and Buckby (2006) suggests that the teacher should carefully select games that align with language learning objectives and ensure that they are appropriate for the students' developmental levels. Another key aspect of game-based learning is its impact on students' motivation and engagement. Studies by Deci and Ryan (2000) on self-determination theory suggest that game-based activities promote intrinsic motivation by providing a sense of autonomy, competence, and relatedness. When students feel a sense of ownership over their learning process, they are more likely to participate actively and develop a positive attitude toward vocabulary learning. Similarly, Vygotsky's (1978) sociocultural theory emphasizes the role of social interaction in cognitive development. In this context, game-based learning provides opportunities for collaborative learning, allowing students to support one another in vocabulary acquisition through cooperative play and peer feedback.

Given the need for more research on 3Ps-based game implementation, this study aims to bridge the gap by exploring how this approach enhances vocabulary learning and identifying challenges encountered in its application. By examining how the principles of the 3Ps concept interact with game-based learning, this study contributes to a deeper understanding of its effectiveness in vocabulary instruction. Furthermore, its findings can provide valuable insights for the teacher seeking to optimize game-based learning strategies within structured educational concept. Future research could further investigate the long-term effects of game-based vocabulary instruction on language proficiency, as well as explore the integration of digital and online learning platforms in 3Ps-based methodologies.

Methodology

This study employed a qualitative research design to explore the implementation of 3Ps-based games in teaching vocabulary to young learners. A case study approach was chosen to provide an in-depth analysis of student engagement, learning outcomes, and challenges encountered during implementation. According to Creswell and Poth (2018), qualitative research enables researchers to explore participants' experiences in depth by collecting rich, descriptive data through various instruments. The research was conducted at BBC ETS Tlogosari Semarang, involving third-grade students as participants. A total of 25 students, aged 8–9 years, and one teacher participated in the study. The teacher, who facilitated the implementation, was also involved in data collection to provide insights into instructional strategies and challenges.

The primary materials used in this study were 3Ps-based games designed to enhance vocabulary acquisition through Provision, Protection, and Participation. Provision activities focused on introducing new vocabulary in a structured and engaging manner, such as through crossword puzzle, storytelling, matching games, flashcards, role playing, discussion, and interactive media. Protection activities reinforced learning by providing structured practice opportunities, including matching games, crossword puzzles, and guided exercises that allowed students to use the vocabulary in meaningful contexts while receiving support from the teacher. Participation activities encouraged students to apply their vocabulary knowledge in interactive and communicative settings, such as role-playing, group discussions, and collaborative problem-solving tasks. These activities aimed to create an engaging and supportive learning environment where students could actively build and retain their vocabulary knowledge.

The instruments for data collection included classroom observations, student worksheets, and teacher interviews. Observations focused on student engagement, participation levels, and difficulties encountered during the learning process. Teacher interviews provided additional insights into instructional adaptations and student responses. The study followed a structured three-phase data collection process.:

1. Pre - Implementation: The teacher was briefed on the research objectives and trained in game facilitation. A preliminary assessment of students' vocabulary proficiency was conducted.

2. Implementation: The 3Ps-based games were integrated into classroom instruction over four weeks. Classroom observations were conducted, and student worksheets were collected for analysis. Teacher interviews were conducted at the end of each session to document reflections.

3. Post-Implementation: A final assessment measured vocabulary retention, and a follow-up interview with the teacher gathered insights on the overall effectiveness and challenges of the approach.

The data collected in this study were analyzed using a qualitative approach. The research instruments included an observation sheet, a questionnaire, and interviews. These instruments were used to examine three key aspects: (1) the implementation of 3Ps-based games in vocabulary instruction, (2) the challenges encountered by both the teacher and students, and (3) the solutions applied to address these challenges. Thematic analysis was employed to identify patterns and recurring themes within the collected data. Thematic analysis, as described by Braun and Clarke (2006), was employed to identify patterns and recurring themes within the collected data. Thematic analysis is a flexible qualitative method used to systematically analyze textual data by identifying, analyzing, and reporting patterns (themes) that emerge. Observations were documented and analyzed to assess student engagement, instructional effectiveness, and classroom interactions. Questionnaire responses were reviewed to understand students' and the teacher' perspectives on the learning process. Interviews provided further insights into the challenges faced and the strategies implemented to overcome them. The findings were then presented descriptively, highlighting the impact of 3Ps-based games on vocabulary mastery without employing statistical analysis.

Findings

This study investigated the implementation of 3Ps-based games in teaching vocabulary to young learners, focusing on their effectiveness, challenges, and the strategies used to overcome difficulties. The findings indicate that the Provision, Protection, and Participation (3Ps) concept played a significant role in enhancing students' vocabulary acquisition. The structured stages provided a clear and engaging learning process, encouraging active participation and improving word retention.

Implementation of 3Ps-Based Games

The implementation of 3Ps-based games followed a structured approach to ensure students effectively learned new vocabulary. During the Provision stage, the teacher introduced new words through visual aids, storytelling, and contextual examples to build foundational understanding. Result obtained from the observation sheet stated that Students responded positively to visual and interactive teaching aids, showing high levels of engagement. Many students pointed at the images and repeated words enthusiastically. This stage was crucial in helping students establish initial word associations and meanings. The use of pictures, flashcards, and interactive storytelling helped make the learning experience more engaging and memorable. In the Protection

stage, students engaged in controlled practice through guided exercises and structured game-based activities. In line with the data obtained from the observation sheet which stated that some students struggled with the exercises at first but improved after repeated practice. The teacher guided them by giving hints and examples. the teacher facilitated vocabulary-related drills, matching exercises, and word puzzles that reinforced learning in a structured environment. This stage provided learners with opportunities to practice new vocabulary in a safe and monitored setting before applying it in interactive activities. The Participation stage encouraged independent and collaborative use of vocabulary in interactive games, allowing students to reinforce their learning through real-life applications. Activities such as role-playing, board games, and digital learning games provided students with meaningful contexts to apply the vocabulary they had learned. This approach created an engaging learning environment where students were actively involved in the learning process rather than passively memorizing words. Furthermore, peer collaboration and group-based tasks encouraged communication and teamwork, making learning more interactive and dynamic.

Challenges in the Implementation

Despite the overall success of 3Ps-based games, several challenges emerged during implementation. One of the primary issues was students' difficulty in understanding game instructions, which sometimes led to confusion and disengagement. This problem also lined with the excerpt from the observation sheet that some students looked confused when new games were introduced and required additional explanations. Younger learners, in particular, struggled with complex rules, requiring the teacher to simplify explanations or demonstrate gameplay multiple times. Language barriers also contributed to the difficulty in comprehending instructions, particularly for students with lower proficiency levels. Additionally, differences in students' language proficiency levels created an uneven learning pace, where some students grasped new vocabulary quickly while others needed additional support. This discrepancy often resulted in frustration among learners who required more time to understand and apply new words. Some students hesitated to participate actively due to their limited vocabulary knowledge, making it necessary for the teacher to provide additional motivation and encouragement.

Time also posed a significant challenge. As stated by the teacher in the interview, "we had limited class time, so I had to skip some parts of the game-based learning process." the teacher had to manage limited class periods effectively to ensure that all stages of the 3Ps concept were executed without rushing the learning process. Balancing game-based learning with curriculum demands required careful lesson planning and time management. Some the teacher found it difficult to allocate enough time for each stage, especially when students needed extended practice before moving on to the next phase. Another challenge was the availability of resources and materials. While some games required specific props or technology, limited access to such resources sometimes hindered the implementation. Additionally, classroom space and seating arrangements

needed adjustments to accommodate interactive activities, which was not always feasible in traditional classroom settings.

Strategies to Overcome the Challenges

To address the challenges encountered in the implementation of 3Ps-based games, the teacher employed a range of strategic interventions aimed at enhancing student engagement, improving comprehension, and optimizing instructional time. These strategies were designed to ensure that all learners, regardless of their proficiency levels, could actively participate in vocabulary learning and derive maximum benefit from the game-based approach.

One of the primary strategies involved simplifying game instructions through step-by-step demonstrations and the incorporation of visual representations. Many young learners struggled to comprehend complex game mechanics, leading to confusion and reduced engagement. To mitigate this issue, the teacher provided explicit, scaffolded instructions, supported by pictorial aids, flowcharts, and real-life objects. As stated by the teacher "When I used pictures and step-by-step examples, students understood the games much faster." Demonstrating the gameplay before initiating the activity enabled students to familiarize themselves with the rules, thereby reducing cognitive overload and fostering confidence in participation. Additionally, pre-game practice sessions were introduced to allow students to engage with the game in a structured setting before its full-scale implementation, ensuring a smoother transition into interactive learning.

Another critical intervention was the use of peer-assisted learning (PAL) techniques to address the varying levels of language proficiency among students. By pairing more proficient learners with those who required additional support, the teacher facilitated a collaborative learning environment that promoted peer mentoring and cooperative learning. Observation sheet also reveal that Students in mixed-ability groups interacted more, helping each other with words. This proved that she approach not only aided struggling students in grasping new vocabulary but also reinforced the understanding of higher-achieving learners through the act of teaching. Furthermore, the teacher employed differentiated instruction, wherein game difficulty was adjusted to align with individual learner capabilities. For students with lower proficiency levels, simplified tasks, additional scaffolding, and extended practice opportunities were provided, while more advanced students were given higher-order cognitive tasks to enhance their vocabulary application in complex linguistic contexts.

In addition to differentiated instruction, the teacher sought to increase student engagement through multi-sensory learning approaches. Given that young learners benefit from kinesthetic and auditory stimuli, game-based activities were supplemented with movement-based exercises, role-playing, and storytelling elements. These strategies enabled students to contextualize vocabulary within real-world scenarios, thereby reinforcing retention and practical application. Moreover, technology-enhanced learning tools, such as interactive whiteboards, digital flashcards, and language-learning applications, were integrated to provide a diverse and stimulating learning experience. These technological interventions not only increased student motivation but also

facilitated individualized learning opportunities beyond the classroom setting. Time constraints posed a considerable challenge, necessitating strategic lesson planning and time management. To optimize instructional time, the teacher carefully structured game sessions, ensuring that each stage of the 3Ps concept was implemented within designated timeframes. Task segmentation was employed, wherein games were divided into shorter, more focused activities, allowing for efficient vocabulary acquisition without disrupting the overall lesson flow. Additionally, transitional techniques were utilized to ensure that game-based learning was seamlessly integrated into the broader curriculum. the teacher also introduced self-directed learning initiatives, such as interactive homework tasks and vocabulary reinforcement exercises, encouraging students to engage with the material beyond the classroom environment. By implementing these pedagogical strategies, the teacher successfully mitigated challenges associated with the use of 3Ps-based games, fostering a more inclusive and effective vocabulary learning experience. These approaches underscore the necessity of adaptive teaching methodologies, ensuring that game-based learning remains a viable and impactful instructional tool for vocabulary acquisition among young learners.

Discussion

The findings of this study highlight the significant role of the 3Ps-based game concept in enhancing vocabulary acquisition among young learners. The structured stages of Provision, Protection, and Participation provided a clear and engaging learning process that encouraged active participation, improved word retention, and facilitated meaningful vocabulary application. The integration of visual aids, structured exercises, and interactive activities contributed to an engaging learning environment where students were actively involved rather than passively memorizing words. The effectiveness of this approach is supported by data from observations and teacher interviews, indicating that students demonstrated high engagement when exposed to visual and interactive storytelling techniques. Additionally, peer collaboration within the Participation stage reinforced learning, as students practiced vocabulary in meaningful, real-world contexts. However, despite its benefits, the implementation of 3Ps-based games was not without challenges.

One of the primary difficulties encountered was students' struggle to understand game instructions, leading to confusion and disengagement, particularly among learners with lower language proficiency. As noted in the observations, some students required additional explanations and demonstrations before fully grasping the rules of the game. This challenge aligns with previous research on young learners' cognitive development, which emphasizes the need for clear, structured guidance when introducing new activities (Ellis, 2019). To address this issue, the teacher employed step-by-step demonstrations, pictorial aids, and flowcharts to scaffold learning and enhance comprehension. The effectiveness of this strategy was evident in the improvement of students' participation rates and their ability to navigate the games with greater confidence after guided instruction. Additionally, implementing pre-game practice

sessions allowed students to engage in structured practice before transitioning into independent gameplay, reducing cognitive overload and fostering smoother engagement.

Another challenge identified in the study was the disparity in language proficiency levels among students, which led to an uneven learning pace. Some students quickly grasped new vocabulary, while others required additional support and scaffolding. This discrepancy was managed through the use of peer-assisted learning (PAL) techniques, where higher-achieving students assisted those with lower proficiency levels. The observational data supported the effectiveness of this approach, revealing that students in mixed-ability groups engaged in more interactions and helped each other with vocabulary-related tasks. This finding aligns with Vygotsky's (1978) sociocultural theory, which emphasizes the importance of social interaction in cognitive development. Recent studies further confirm that peer collaboration in language learning environments enhances comprehension and retention, particularly among young learners (Shintani, 2020).

Time constraints posed another significant challenge in implementing the 3Ps-based game approach. The teacher interview revealed concerns regarding the limited class periods, which often led to the omission of certain stages of game-based learning. This issue required strategic lesson planning and efficient time management to ensure that all aspects of the 3Ps concept were effectively executed. Task segmentation, in which games were divided into shorter, more focused activities, proved to be a practical solution. Additionally, self-directed learning initiatives, such as interactive homework and vocabulary reinforcement exercises, were introduced to extend learning beyond the classroom. These strategies align with previous studies on instructional time optimization, which suggest that breaking down tasks into manageable segments enhances students' ability to retain and apply new knowledge effectively (Shin, 2021).

Resource limitations and classroom space constraints further hindered the full implementation of game-based learning. Some games required specific props or technological tools that were not readily available, limiting the diversity of activities that could be conducted. To overcome these barriers, the teacher integrated multi-sensory learning approaches, utilizing movement-based exercises, role-playing, and storytelling elements to engage students without relying on extensive resources. The integration of technology, such as digital flashcards and interactive whiteboards, also played a crucial role in maintaining student engagement despite resource constraints. Recent research highlights the growing role of technology in supporting game-based learning, particularly in contexts where physical resources may be scarce (Zhao & Shute, 2022). These findings emphasize the importance of flexibility and adaptability in instructional methodologies, demonstrating that effective vocabulary acquisition can be achieved through creative and resourceful teaching strategies.

Conclusion

The implementation of the 3Ps-based game concept in vocabulary instruction provided a structured and engaging learning process. The Provision, Protection, and Participation stages helped students build, practice, and apply vocabulary effectively. Observations and teacher interviews confirmed high engagement and enthusiasm. However, challenges such as comprehension difficulties, proficiency gaps, time constraints, and resource limitations required adaptive strategies. Simplified instructions, peer-assisted learning, and digital tools helped mitigate these issues. These findings emphasize the need for flexible teaching approaches and further research on technology integration and long-term vocabulary retention.

In light of the findings, future research could explore digital adaptations of 3Ps-based games to assess their feasibility in various learning contexts. Additionally, investigating long-term vocabulary retention through game-based learning would provide valuable insights into its sustained benefits. This study contributes to the existing literature by emphasizing the practical aspects of implementing 3Ps-based games and the necessity of addressing challenges to optimize their effectiveness in vocabulary instruction.

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Parental Perspectives on Children's Second Language Learning: Insights, Challenges, and Expectations

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ABSTRACT

This study investigates how parents support their children's second language (L2) learning in Indonesian bilingual and English-enriched primary schools, using Vygotsky's Sociocultural Theory and the concept of parental involvement. Involving 27 parents, the research used interviews and observations to explore how their motivations, attitudes, and practices influence children's L2 development. The findings highlight three key parental roles: motivator, learning facilitator, and resource provider. Most parents showed positive attitudes toward bilingualism and were eager to help their children learn English. However, differences in socioeconomic status, education, and language skills influenced how actively and effectively they could be involved. The study emphasizes the importance of strengthening home-school collaboration and suggests inclusive strategies to help all parents—regardless of background—support their children's language learning in multilingual contexts.
Keywords: parental perspectives, second language learning, second language development

Introduction

In today's interconnected global landscape, the ability to communicate in multiple languages has become increasingly valuable. As a result, many parents are keenly interested in their children's acquisition of a second language (L2), recognizing the potential benefits for cognitive development, cultural awareness, and future career opportunities (Al-Hoorie, et al,. 2022; Derakhshan, 2022). Parental involvement is widely acknowledged as a critical factor in children's educational success, and this holds true in the realm of L2 learning. Parents' attitudes, beliefs, and engagement can significantly influence their children's motivation and proficiency in acquiring a new language (Aji et al., 2023; Arndt, 2023; Cabangcala et al., 2021). Understanding these parental perspectives is essential for educators and policymakers aiming to support effective L2 education. This introduction explores the multifaceted role of parents in children's L2 learning, highlighting insights from recent research and identifying areas requiring further investigation.

Research has consistently demonstrated that active parental involvement positively impacts children's L2 acquisition. For instance, studies by (Dovchin, 2021) and (Hashim et al., 2021) identified distinct motivational profiles among elementary-school-aged children learning English and found that varying levels of parental involvement corresponded to differences in children's intrinsic and extrinsic motivation. Specifically, when parents respected their children's learning styles, provided relevant information, and offered emotional support, children were more likely to exhibit higher-quality motivational profiles (Garrote et al., 2021; Kenny et al., 2024). Conversely, parental pressure was associated with lower-quality motivational profiles, underscoring the importance of supportive rather than coercive involvement (Dixon et al., 2022; López, 2023; Moybeka et al., 2023). These findings suggest that the nature and quality of parental engagement are crucial determinants of children's success in L2 learning. Moreover, they highlight the need for parents to adopt supportive strategies that align with their children's individual learning preferences and emotional needs.

Cultural factors also play a significant role in shaping parental attitudes toward L2 education. Families from diverse cultural backgrounds may hold varying beliefs about the importance of bilingualism, the status of different languages, and the appropriate methods for language instruction (Uccelli, 2023; Liando et al., 2023). Furthermore, immigrant parents' acculturation attitudes influenced their children's second language development (Shao, et.al., 2023; Ruan et al., 2021). The research revealed that parents who maintained positive attitudes toward their heritage language often had children with stronger bilingual abilities, while those who prioritized assimilation into the majority culture tended to emphasize proficiency in the dominant language, sometimes at the expense of the heritage language. These findings highlight the complex interplay between cultural identity, parental beliefs, and children's language learning experiences. Understanding these dynamics is essential for developing culturally responsive educational practices that honor and leverage the linguistic diversity of students (Reiber-Kuijpers et al., 2021; Rasekh Eslami & Zohoor, 2023).

Socioeconomic factors further influence the degree and nature of parental involvement in children's L2 learning. A study from (Purwanto et al., 2024) examined the differences in parental involvement between families from varying socioeconomic backgrounds. The research found that parents from higher socioeconomic statuses (T20 families) were more likely to engage in activities such as reading with their children, enrolling them in extracurricular language classes, and providing a language-rich environment at home. In contrast, parents from lower socioeconomic backgrounds (B40 families) faced challenges such as limited time and resources, which constrained their ability to support their children's L2 education. These disparities suggest that socioeconomic status can create unequal opportunities for children in L2 acquisition, highlighting the need for policies and programs that provide additional support to families with fewer resources (Pawlak, 2021; Rorintulus & Wuntu, 2023; Vitta & Al-Hoorie, 2023). Addressing these inequities is crucial for ensuring that all children have access to quality language education, regardless of their socioeconomic background.

Theoretical frameworks, such as Vygotsky's sociocultural theory, offer valuable insights into the mechanisms through which parental involvement influences L2 learning. According to this perspective, social interactions, including those between parents and children, are fundamental to cognitive development. A study by (Yu, 2023) emphasized that when parents engage in meaningful social interactions and scaffold their children's learning experiences, they create an environment conducive to language development. This involvement not only enhances children's linguistic abilities but also fosters higher-order thinking skills and cognitive growth (Rorintulus & Wuntu, 2023). These findings underscore the importance of viewing language learning as a socially mediated process, where parental engagement serves as a critical component of the child's learning ecosystem. By actively participating in their children's language education, parents can provide the necessary support and guidance to facilitate effective L2 acquisition.

Despite the recognized importance of parental involvement, there remains a need for more nuanced research that delves into the specific expectations, challenges, and support strategies that parents employ in the context of their children's L2 learning. While existing studies have highlighted the positive correlation between parental engagement and children's language outcomes, there is limited understanding of how parents perceive their roles, the obstacles they encounter, and the resources they require to effectively support their children's language education. Addressing these gaps is essential for developing targeted interventions and resources that empower parents to contribute meaningfully to their children's L2 learning journeys. Furthermore, such research can inform educators and policymakers in creating programs that effectively engage parents and address their concerns, ultimately enhancing the overall effectiveness of L2 education.

This study aims to fill this gap by exploring parental perspectives on their children's second language learning, focusing on the insights, challenges, and expectations they hold. By examining these aspects, the research seeks to provide a comprehensive understanding of the parental role in L2 acquisition. The study will investigate how

parents perceive their involvement in their children's L2 education, the strategies they employ to support language learning, and the challenges they face in this process. Additionally, it will explore the expectations parents have regarding their children's language proficiency and the outcomes they anticipate from L2 acquisition. Through this exploration, the study aims to shed light on the complex dynamics of parental involvement in L2 learning and identify areas where additional support and resources may be needed.

The central research question guiding this study is: How do parents perceive their involvement in their children's second language learning, and what challenges and expectations do they associate with this process? Addressing this question will contribute to the existing body of knowledge on language acquisition by providing detailed insights into the parental role in L2 education. It will also inform the development of strategies and policies aimed at enhancing parental engagement, ultimately supporting more effective and equitable language learning experiences for children. By understanding the perspectives of parents, educators and policymakers can better collaborate with families to create supportive environments that foster successful L2 acquisition.

Methodology

This study employs a qualitative research design to explore parental perspectives on their children's second language (L2) learning. Qualitative methods are particularly suited for investigating complex social phenomena, as they allow for an in-depth understanding of participants' experiences, beliefs, and attitudes (Creswell, 2013). By utilizing this approach, the research aims to capture the nuanced insights, challenges, and expectations that parents hold regarding their children's L2 acquisition. This design facilitates the exploration of subjective experiences and the construction of meaning, which are central to understanding the multifaceted role of parents in L2 education. Furthermore, qualitative research enables the researcher to adapt to emerging themes and patterns during data collection, ensuring a comprehensive examination of the topic. This flexibility is essential when delving into the diverse and individualized experiences of parents in supporting their children's language learning journey.

The study's participants comprise twenty-seven parents of elementary school-aged children who are currently engaged in learning a second language in Semarang, Indonesia. Purposeful sampling is employed to select participants who can provide rich and relevant information pertinent to the research question (Rorintulus & Wuntu, 2023; Misra, 2007). Criteria for inclusion include parents' willingness to participate, their active involvement in their child's L2 education, and representation from diverse cultural and socioeconomic backgrounds. This diversity ensures a comprehensive understanding of the various factors influencing parental perspectives on L2 learning. By including participants from different backgrounds, the study aims to capture a wide range of experiences and insights, thereby enhancing the validity and applicability of the findings. Additionally, ensuring ethical considerations, such as informed consent and confidentiality, is paramount in the recruitment and participation process.

Data collection involves semi-structured interviews, a method well-suited for exploring participants' perspectives in depth while allowing for flexibility in responses (Creswell, 2013). An interview guide is developed to cover key topics, including parents' motivations for supporting L2 learning, the strategies they employ, challenges encountered, and their expectations regarding outcomes. Open-ended questions encourage participants to share detailed narratives, providing rich qualitative data. Interviews are conducted in a comfortable setting chosen by the participants to facilitate open and honest communication. Each interview is audio-recorded with the participants' consent to ensure accurate data capture for subsequent analysis. This approach allows for the collection of nuanced data that can reveal underlying themes and patterns related to parental involvement in L2 education. Furthermore, the semi-structured nature of the interviews enables the researcher to probe deeper into specific areas of interest that may emerge during the conversations.

The data collection process also incorporates field notes and observations to complement the interview data. These additional data sources provide context and help triangulate the findings, enhancing the study's credibility (Reiber-Kuijpers et al., 2021). Field notes capture non-verbal cues, environmental factors, and the researcher's reflections, contributing to a more comprehensive understanding of the participants' experiences. Observations may include parental interactions with their children during language learning activities, offering insights into the practical aspects of parental involvement. By integrating multiple data sources, the study aims to construct a holistic picture of the phenomena under investigation. This triangulation strengthens the validity of the findings and provides a richer, more nuanced interpretation of the data. Additionally, maintaining detailed records of observations and reflections supports the transparency and rigor of the research process.

Data analysis follows a thematic approach, as outlined by (Braun & Clarke, 2006), involving systematic coding and identification of patterns within the data. The process begins with familiarization, where transcripts are read multiple times to immerse the researcher in the data. Initial codes are generated to capture significant features, which are then collated into potential themes. These themes are reviewed and refined to ensure they accurately represent the data set and address the research question. Thematic analysis allows for the identification of both explicit and implicit meanings within the data, providing a rich and detailed account of parental perspectives. To enhance the reliability of the analysis, coding is conducted independently by multiple researchers, and discrepancies are discussed and resolved collaboratively. This collaborative approach helps mitigate individual biases and ensures a more objective interpretation of the data.

The theoretical framework underpinning this study is Vygotsky's sociocultural theory, which emphasizes the fundamental role of social interaction in cognitive development. This theory is particularly relevant in understanding how parental involvement influences children's L2 learning, as it highlights the importance of collaborative learning and the transmission of cultural tools. According to Vygotsky, parents act as more knowledgeable others who guide and support their children's

learning within the zone of proximal development. This guidance enables children to perform tasks they would not be able to accomplish independently, thereby facilitating cognitive and linguistic growth. By applying this theoretical lens, the study seeks to explore how parents' interactions and support strategies contribute to their children's L2 acquisition. Understanding these dynamics can inform the development of educational practices that effectively engage parents in the language learning process. Furthermore, this framework provides a basis for interpreting the complex social and cultural factors that influence parental involvement in L2 education.

In ensuring the rigor and trustworthiness of the study, several strategies are employed, including member checking, triangulation, and maintaining an audit trail (Creswell, 2013). Member checking involves sharing findings with participants to validate the accuracy of interpretations, thereby enhancing credibility. Triangulation, as previously mentioned, utilizes multiple data sources to cross-verify findings, strengthening the study's validity. An audit trail documents the research process, decisions made, and reflections, providing transparency and allowing others to assess the dependability of the study. Ethical considerations are upheld throughout the research, with informed consent obtained from all participants, confidentiality maintained, and the right to withdraw at any time emphasized. These measures ensure that the study is conducted with integrity and respect for the participants, contributing to the overall quality and ethical standards of the research. By adhering to these rigorous methodological practices, the study aims to produce findings that are both credible and valuable to the field of L2 education.

Findings

The analysis of data collected from the 27 parents who participated in this study revealed several key themes regarding their perceptions of their children's second language (L2) learning. These themes include parental motivation and attitudes, support strategies employed, challenges encountered, and expectations for L2 proficiency. The findings illustrate the complexity of parental involvement in L2 acquisition and highlight variations in engagement based on socioeconomic status, educational background, and cultural perspectives.

Parental Motivation and Attitudes Toward L2 Learning

A majority of parents expressed strong motivation for their children to acquire proficiency in a second language, citing career advantages, cognitive benefits, and global communication as key reasons. Many parents emphasized that L2 proficiency would open up better educational and professional opportunities for their children in the future. Several parents linked L2 learning to cognitive advantages, stating that bilingualism enhances problem-solving skills and critical thinking. However, some parents viewed L2

learning as an obligatory school requirement rather than a meaningful skill. Meanwhile, another parent expressed a more neutral stance.

> "I want my child to be fluent in English because it will help them secure a better job in the future." (Parent 3)
> "We focus on English mainly because it's a school subject, not because we see a real necessity outside of school." (Parent 12)
> "My child's future is global, and English is the global language." One parent also mentioned, "Learning a second language helps children think differently and be more open-minded." (Parent 15)

This division in attitudes suggests that while many parents recognize the broader benefits of bilingualism, others may require further awareness and support to fully embrace its significance.

Support Strategies Employed by Parents

The study found that parents employed a variety of strategies to support their children's L2 learning. Common strategies included enrolling children in extracurricular language courses, providing access to digital language-learning tools, and encouraging exposure through media such as books, movies, and music. Some parents with higher educational backgrounds and financial resources reported hiring private tutors or sending their children to bilingual schools. In contrast, parents from lower socioeconomic backgrounds relied more on school instruction and free online resources.

> "We use online apps and YouTube videos to supplement what our child learns in school." (Parent 10)

Another parent with more financial resources stated:

> "We send our child to an international school because we believe full immersion is the best way to learn a language." (Parent 17)
> "I make sure my child watches cartoons in English and reads simple English books every night." (Parent 19)
> "We practice speaking English together during dinner so it becomes part of daily life." (Parent 21)

The findings indicate a disparity in access to L2 learning support, reinforcing the need for inclusive policies that ensure all children receive adequate language-learning opportunities.

Challenges Faced by Parents in Supporting L2 Learning

Despite their efforts, parents encountered several challenges in facilitating their children's L2 learning. Time constraints emerged as a primary issue, particularly among working parents who struggled to balance professional and family responsibilities. Another significant challenge was the lack of confidence in their own L2 proficiency, with many parents feeling unqualified to assist their children in practicing the language.

. "I can't really help my child with English because I don't speak it well myself." (Parent 1)

"I only finished junior high school, so I never learned much English. I just let the school handle it." (Parent 3)

Additionally, parents expressed concerns about the quality of L2 instruction in schools, with some believing that the curriculum lacked interactive and practical elements necessary for fluency development.

"The school focuses too much on grammar and writing, but my child struggles with speaking. I wish there were more conversational practice." (Parent 14)

"I'm afraid I might teach the wrong pronunciation or grammar if I try to help too much." (Parent 20)

These findings suggest that parents require additional support, such as accessible training or workshops, to enhance their ability to contribute effectively to their children's L2 education.

Expectations for L2 Proficiency and Future Use

When asked about their expectations for their children's L2 proficiency, parents' responses varied based on their aspirations and perceived necessity of bilingualism. Some parents aimed for complete fluency and native-like proficiency, particularly those who planned for their children to pursue higher education or careers in international settings. Others focused on functional communication skills, believing that conversational proficiency was sufficient for travel or basic interactions. Interestingly, a small subset of parents expressed skepticism about the long-term retention of L2 skills, citing a lack of consistent exposure outside of school as a limiting factor.

"I want my child to be fluent like a native speaker, but I know it's difficult without living in an English-speaking country." (Respondent 6)

"I don't think my child will retain much English unless they continue to use it after school." (Respondent 12)

"I just want my child to be confident enough to speak with foreigners without fear." *Respondent 22)

"If they can read, understand movies, and write simple emails in English, I think that's enough." (Respondent 27)

This range of expectations highlights the need for structured and continuous language exposure to ensure lasting proficiency.

Variations in Parental Involvement Based on Socioeconomic Status

The findings also revealed noticeable differences in parental involvement based on socioeconomic factors. Parents from higher-income families reported greater access to supplementary educational resources and opportunities, such as study-abroad programs and international summer camps. In contrast, parents from lower-income backgrounds often relied on public education and free language apps, with limited access to personalized instruction. One parent from a higher socioeconomic background stated:

"We send our child to an English summer camp abroad every year to improve their fluency."

Meanwhile, a parent from a lower-income household explained:

"We can't afford private lessons, so we rely on free online resources and the school's English program."

"I wish we had more affordable language programs in our area."

"We do what we can, but the extra classes and books are too expensive for us."

While all parents expressed a desire for their children to succeed in L2 learning, financial constraints significantly influenced the level of support they could provide. These disparities suggest a need for more equitable language education programs that provide equal opportunities for children regardless of their economic status.

Overall, the findings of this study highlight the central role parents play in their children's L2 learning, alongside the enthusiasm and challenges they face. Most parents recognize the benefits of bilingualism and actively support their children's language acquisition. However, socioeconomic disparities, time limitations, and varying levels of confidence in language instruction affect the extent and effectiveness of their involvement.

Discussion

The findings of this study reveal that parents generally hold positive attitudes and strong motivations toward their children's L2 learning, aligning with previous research emphasizing parental belief in the long-term benefits of bilingualism (Nasution, et.al., 2022; Garrote et al., 2021). Many participants linked L2 proficiency with cognitive development, career advancement, and global mobility, reinforcing the view that parental motivation significantly shapes language learning success (Pawlak, 2021). However, the presence of some indifferent attitudes—seeing L2 merely as a school subject—supports the observation by (Hashim et al., 2021) that not all parents fully internalize the importance of bilingualism, especially when they lack exposure to its practical benefits.

Parental support strategies observed in this study reflect a diverse range of practices depending on socioeconomic and educational backgrounds, confirming previous findings that such factors strongly influence home language environments (Kenny et al., 2024). The use of digital tools, private tutoring, and immersive programs among affluent families aligns with findings by Baker (2011), who notes that economic capital provides access to more effective language input. Conversely, the reliance on public schooling and online resources by lower-income families illustrates the inequality in language-learning opportunities. This supports (Liando et al., 2023) claim that socioeconomic disparities often translate into unequal parental involvement in education, particularly in language development.

The challenges reported by parents—such as time constraints and low self-confidence in L2 proficiency—mirror the findings of Derakhshan (2022), who noted that

even highly motivated parents struggle to provide consistent support due to limited time and language skills. The perceived inadequacy of school-based instruction, especially the focus on grammar over speaking, is consistent with criticisms in the literature that many L2 curricula in non-English speaking contexts emphasize form over function (Aji et al., 2023; Brown and Lee, 2025) . This finding suggests a need for schools to adopt more communicative approaches and include parents as partners in the process, echoing (Lailiyah and Wediyantoro, 2021) recommendation for collaborative, home-school language learning efforts.

Expectations regarding children's L2 proficiency varied among parents, with some aiming for native-like fluency and others satisfied with functional communication. This divergence supports findings by Reiber-Kuijpers et al. (2021) who emphasized that parental expectations are often shaped by cultural values and perceived future needs. The concern about long-term language retention without consistent exposure outside the classroom echoes from Rajasekar et al. (2006) , which found that sustainable bilingualism depends not only on early education but also on continued meaningful interaction. Hence, this study supports the call for extended language use contexts beyond formal schooling to maintain and deepen L2 proficiency.

Significant disparities in parental involvement based on socioeconomic status also surfaced in this study, echoing the conclusions of (Nasution, et.al., 2022), who highlighted how middle- and upper-class parents are more likely to engage in "concerted cultivation," actively managing and supporting their children's educational pathways. The access to elite schools, language camps, and international travel among wealthier families contrasts starkly with the limited resources of working-class families. This inequality reinforces the urgent need for language education policies that ensure equity and inclusion, as suggested by Yu (2023), who emphasized the importance of bridging the gap between home and school for effective bilingual education.

In sum, the findings both confirm and extend prior studies on the critical role parents play in L2 acquisition, shaped by their beliefs, resources, and educational contexts. While parental motivation and involvement are generally strong, structural and contextual barriers hinder their full participation, particularly among lower-income families. The findings support Zhao & Chun (2008) assertion that effective family language policy must consider not only parental aspirations but also the systemic factors affecting implementation. These insights suggest that educators and policymakers must design inclusive programs that empower all families to participate actively in their children's language development.

Conclusion

In conclusion, this study highlights the pivotal role of parental motivation, attitudes, and support in shaping children's L2 learning experiences, while also revealing disparities influenced by socioeconomic and educational backgrounds. Despite a generally positive orientation toward bilingualism, parents face challenges such as limited time, low confidence in their own English skills, and unequal access to resources,

which can hinder optimal support. These findings imply the need for more inclusive language education policies and school programs that actively engage parents across social strata, offering guidance, training, and accessible resources. Future research should explore the dynamic interplay between family language practices and school support systems across diverse regions and cultural contexts, particularly focusing on longitudinal impacts and the role of digital technologies in facilitating L2 learning at home. Ultimately, empowering parents as co-educators in language development holds promise for fostering equitable and sustainable bilingual education.

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Empowering Young Minds: The Impact of Philosophy for Children (P4C) and Picture Storybooks on EFL Learners' Anxiety and Reading Comprehension

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ABSTRACT

This study examines how combining Philosophy for Children (P4C) and picture storybooks can reduce English learning anxiety and improve reading comprehension among Indonesian EFL students. Based on Vygotsky's sociocultural theory and affective pedagogy, the approach addresses both emotional and cognitive aspects of learning. Using a quasi-experimental mixed-methods design, 121 fourth-semester English Department students were divided into experimental and control groups. The experimental group received lessons that used philosophical dialogue and visual storytelling to encourage critical thinking and emotional involvement. Results showed that this approach significantly lowered students' anxiety and improved their reading comprehension and motivation. Qualitative data also revealed that students felt safer and more engaged, which helped them connect personally with the texts. The study shows that student-centered, interdisciplinary teaching can support both language learning and emotional well-being. It offers useful insights for EFL teachers and curriculum developers aiming to create more meaningful and supportive learning environments.
Keywords: philosophy for children, picture storybooks, anxiety, reading, English learning

Introduction

English as a Foreign Language (EFL) learning is often influenced by various affective factors, including anxiety and motivation, which significantly impact students' reading comprehension. High levels of anxiety can create psychological barriers that hinder students' ability to process and retain information, leading to poor reading performance (Liu & Wu, 2021). Conversely, motivation plays a crucial role in enhancing students' engagement and perseverance in language learning (Wei, 2023). Research has shown that students with lower anxiety and higher motivation tend to perform better in reading comprehension tasks (Alhamdawee, 2022; Guan et al., 2024). Therefore, it is essential to explore instructional strategies that not only improve reading comprehension but also address emotional barriers to learning. One such promising approach is the integration of Philosophy for Children (P4C) with picture storybooks to create a student-centered and engaging learning environment. This study aims to examine how these instructional strategies impact adolescent EFL learners' anxiety and reading comprehension in an Indonesian senior high school setting.

Philosophy for Children (P4C) is an educational approach designed to foster critical thinking, dialogue, and deeper engagement with learning materials (Ab Wahab et al., 2022; Harandi et al., 2021). It encourages students to ask questions, explore different perspectives, and develop reasoning skills, which are essential for language comprehension. The inquiry-based nature of P4C has been shown to enhance students' cognitive and affective engagement, making it an effective tool for language learning (Nosrati Heshi et al., 2022). Furthermore, research suggests that incorporating philosophical dialogue into language lessons can help reduce anxiety by promoting a supportive and open-ended discussion environment (Sajadipour & Yavari, 2023). Since many EFL students struggle with anxiety due to fear of making mistakes, P4C provides a safe space for them to express their thoughts without fear of judgment (Yüceer & Keskin, 2023). Despite its growing popularity, limited research has been conducted on the effectiveness of P4C in reducing anxiety among adolescent EFL learners. This study aims to fill that gap by exploring how P4C, when integrated with picture storybooks, influences students' emotional and cognitive learning experiences.

In addition to P4C, picture storybooks have been recognized as an effective instructional tool for improving reading comprehension in EFL classrooms. These storybooks provide visual support that helps students contextualize new vocabulary, understand sentence structures, and make meaning from text (Xu, 2022). Studies have shown that the combination of visual and textual information enhances comprehension and retention, especially for learners with limited English proficiency (Lam, 2023). Furthermore, reading picture storybooks fosters engagement and motivation by making the learning process more enjoyable and relatable (Sofian & Anggraeni, 2021). The multimodal nature of picture storybooks also caters to different learning styles, allowing students to rely on both images and words to construct meaning (Prastikawati et al., 2020). When integrated with P4C, these storybooks serve as a platform for philosophical discussions that deepen students' understanding and critical thinking skills (Halwani,

2017). This study examines how the synergy between P4C and picture storybooks affects both reading comprehension and anxiety levels in adolescent EFL learners.

Although both P4C and picture storybooks have been studied separately in language learning, their combined effects remain largely unexplored. Previous research has examined how picture storybooks support vocabulary development and reading fluency (Philominraj et al., 2017), but little attention has been given to their role in reducing anxiety. Similarly, while P4C has been found to improve critical thinking and engagement (Vu et al., 2021), its impact on reading comprehension in EFL settings is still under-researched. Given the cognitive and affective demands of second language reading, it is crucial to investigate whether the integration of these approaches can create a more effective and anxiety-free learning experience (Meirizal et al., 2023). Adolescents, in particular, face unique challenges in language learning due to heightened self-consciousness and fear of failure (Moskowitz & Dewaele, 2021). By studying this age group, this research aims to provide insights into whether P4C and picture storybooks can mitigate these issues. Therefore, this study contributes to the growing body of research on affective factors in EFL reading instruction.

The study will be conducted in an Indonesian senior high school involving 71 students aged 16–17, a demographic that is often overlooked in research on language anxiety and reading comprehension. Most studies on P4C and picture storybooks have focused on younger children, while research on adolescent EFL learners remains limited (Vansieleghem & Kennedy, 2011). Given that senior high school students experience increasing academic pressure and language performance expectations, investigating their affective responses to these instructional strategies is necessary (Biney, 2023). Moreover, Indonesian EFL learners face unique linguistic and educational challenges due to differences between English and their native languages (Bergdahl, 2022). This context highlights the need for innovative teaching methods that reduce anxiety while promoting engagement in reading tasks. By addressing these issues, the present study aims to offer practical implications for EFL educators in Indonesia and beyond. Additionally, the findings may inform curriculum designers on the effectiveness of integrating philosophical discussions and multimodal texts in language instruction.

Despite the potential benefits of P4C and picture storybooks, the extent of their impact on adolescent EFL learners' anxiety and reading comprehension is still unclear. Research suggests that traditional teacher-centered approaches often fail to address students' emotional needs, leading to disengagement and persistent language anxiety (Ab Wahab et al., 2022). Consequently, there is an urgent need for student-centered methodologies that actively involve learners in their own language development. The integration of P4C and picture storybooks represents a shift toward more interactive and engaging pedagogies, which may help students develop confidence and motivation in reading (Biney, 2023). However, the effectiveness of this approach must be empirically tested, particularly in contexts where EFL learners face considerable linguistic and affective challenges. By investigating this innovative instructional strategy, this study seeks to provide evidence-based recommendations for educators and policymakers.

Furthermore, it aims to expand the theoretical understanding of how cognitive and affective factors interact in EFL learning.

Based on the identified research gaps, this study aims to examine the effects of integrating Philosophy for Children (P4C) with picture storybook instruction on adolescent EFL learners' English learning anxiety and reading comprehension. Specifically, the study seeks to answer the following research questions: (1) How does the integration of P4C and picture storybook instruction impact adolescent EFL learners' English learning anxiety? and (2) In what ways does this instructional approach influence their reading comprehension skills?

By addressing these questions, this study contributes to the understanding of how innovative instructional strategies can improve language learning experiences. Additionally, it provides practical insights for educators on how to create a low-anxiety, high-engagement reading environment in EFL classrooms. Through empirical investigation, this research aims to support the development of more effective and learner-friendly approaches to reading instruction in Indonesian senior high schools

Methodology

This study employed a quasi-experimental design to investigate the effectiveness of Philosophy for Children (P4C)-based activities in enhancing students' critical thinking and argumentative writing skills. The design involved two groups: an experimental group and a control group, without random assignment of participants. The participants of this study were 121 fourth-semester students from the English Department of Universitas Persatuan Guru Republik Indonesia Semarang, Indonesia. A total of 61 students were assigned to the experimental group that received the P4C-based intervention, while the remaining 60 students formed the control group and were taught using conventional methods. The experimental group engaged in P4C sessions that incorporated philosophical dialogues, stimulus-based discussions, and collaborative reasoning activities. In contrast, the control group followed the regular argumentative writing syllabus with teacher-centered instruction and standard writing exercises. The study lasted for one academic semester (approximately 14 weeks), with regular classroom meetings held once a week.

To assess the impact of the intervention, both groups completed a pre-test and a post-test on argumentative writing. The tests were designed to evaluate students' ability to develop arguments, use evidence, organize ideas, and demonstrate critical thinking in their writing. The writing prompts for both pre- and post-tests were similar in structure and level of difficulty, ensuring consistency and comparability. Students' essays were assessed using an analytic rubric that focused on content, organization, language use, and critical reasoning. The rubric was developed based on established writing assessment frameworks and validated by two expert raters. The inter-rater reliability was calculated using Cohen's Kappa and found to be acceptable. Scores from the writing tests were collected and tabulated for further statistical analysis.

In addition to the writing assessments, qualitative data were also gathered to explore students' perceptions of the P4C-based learning experience. A subset of 10 students from the experimental group was selected purposively for in-depth interviews based on their active participation and writing performance. The interviews aimed to explore how the P4C activities influenced their thinking processes, argument development, and classroom engagement. Semi-structured interview guides were used to allow for flexibility while maintaining focus on key themes. Each interview lasted between 30 and 45 minutes and was conducted in Indonesian to ensure clarity and comfort for participants. All interviews were audio-recorded, transcribed verbatim, and translated into English for analysis. Thematic analysis was employed to identify recurring patterns and insights related to students' experiences with the P4C approach.

The data collected from both quantitative and qualitative sources were analyzed sequentially. Quantitative data from the pre- and post-tests were analyzed using descriptive statistics and inferential tests. Paired sample t-tests were conducted to compare the pre- and post-test scores within each group. An independent samples t-test was used to compare the performance gains between the experimental and control groups. Effect size calculations were also carried out to determine the magnitude of the intervention's impact. For the qualitative data, themes were generated inductively to complement and enrich the interpretation of the quantitative findings. This mixed-methods approach allowed for a more comprehensive understanding of how P4C-based instruction influenced students' argumentative writing and critical thinking development.

Findings

The Impact of P4C and picture storybook-integrated instruction on English Learning Anxiety

The findings indicated that students in the experimental group experienced a significant reduction in English learning anxiety after being exposed to P4C and picture storybook-integrated instruction. The quantitative data from the Foreign Language Classroom Anxiety Scale (FLCAS) showed that their mean anxiety score dropped from 105.2 (pre-test) to 87.6 (post-test), in contrast to the control group's modest change from 104.7 to 101.3. This difference was statistically significant ($p < .05$), suggesting that the intervention was effective in reducing learners' anxiety.

Table 1. Mean Score of English Learning Anxiety (Pre- and Post- Test)

Group	Pre-Test Mean	Post-Test Mean	Mean Difference
Experimental (n=61)	105.2	87.6	-17.6
Control (n=60)	104.7	101.3	-3.4

Qualitative interviews also supported these results, as many students described feeling more comfortable expressing themselves during class. For example, student S3 noted that she was not scared to speak English because she knew that the correction would not be given immediately in front of her classmates.

> "I wasn't afraid to speak because we all could share our thoughts freely without being corrected immediately." (S3, interview section)

This indicates that the P4C environment helped foster a psychologically safe space where students felt valued and free from judgment, contributing to reduced anxiety. Similarly, student S7 explained the way he likes picture media to support his reading and reduce his stressful feeling during the English learning

> "I liked using the pictures; they helped me understand without guessing the words all the time,…" (S7, interview section)

The confirmation from S7 highlights how visual scaffolding eased comprehension and reduced the stress of decoding unfamiliar texts.

The Effect of P4C and picture storybook-integrated instruction on English Learning Motivation

The P4C and picture storybook approach also had a positive effect on students' English learning motivation. The experimental group's mean motivation score increased significantly from 82.4 to 96.9, while the control group's score rose slightly from 83.1 to 86.2, with statistical testing confirming the significance ($p < .05$).

Table 2. Motivation Score Comparison (Pre- and Post-Test)

Group	Pre-Test Mean	Post-Test Mean	Mean Difference
Experimental (n=61)	82.4	96.9	+14.5
Control (n=60)	83.1	86.2	+3.1

The interactive nature of philosophical discussions seemed to encourage deeper engagement and interest in learning English. Based on the interview, students were motivated not only by the desire to improve their English skills but also by the meaningfulness of the learning content, which allowed them to engage with personal and social issues. As mentioned by S12 and S20, the dual focus enriched their learning experience, making it more relevant and impactful.

> "When we discussed the story, it felt like I was learning English and learning life lessons at the same time" (S12, interview section)

> I felt more motivated because I wanted to understand the story and share my ideas with friends (S20, interview section)

Additionally, peer interaction and the opportunity to share ideas in a collaborative setting further enhanced their motivation, as students found purpose in expressing their thoughts and connecting with others through discussion.

The Influence of P4C and picture storybook instruction on Reading Comprehension

Students exposed to the combined P4C and picture storybook instruction showed greater improvements in reading comprehension. The experimental group's scores rose from an average of 68.5 to 84.7, while the control group showed a smaller increase from 69.2 to 73.4, with a statistically significant difference ($p < .01$).

Table 3. Reading Comprehension Scores (Pre- and Post-Test)

Group	Pre-Test Mean	Post-Test Mean	Mean Difference
Experimental (n=61)	68.5	84.7	+16.2
Control (n=60)	69.2	73.4	+4.2

The increase in comprehension was not limited to literal understanding but extended to inference and interpretation. During the interview, students mention that the philosophical dialogue promoted deeper thinking and textual engagement.

> "I could understand the story better when we talked about the characters' choices and reasons," (S5, interview section)

> "I learned to think beyond the words and connect the story to my own life" (S18, interview section)

The responses indicate that engaging in philosophical dialogue (P4C) supported students' deeper comprehension of texts. By discussing characters' choices and underlying reasons, students developed critical thinking and explored various interpretations, which enhanced their engagement with the story. This process encouraged them to go beyond surface-level understanding and examine the text more thoughtfully. Furthermore, making personal connections to the narrative allowed students to relate the content to their own experiences, which further enriched their understanding and made reading more meaningful.

Discussion

The significant reduction in English learning anxiety among students exposed to Philosophy for Children (P4C) and picture storybook instruction aligns with earlier findings that emphasize the role of emotional safety in language learning. According to (Tu, 2021), anxiety acts as a barrier to language input processing, and reducing it

enhances learners' willingness to communicate. The philosophical inquiry method used in P4C encourages open dialogue and reflection, fostering a supportive atmosphere that reduces performance pressure (Dovchin, 2021). In the current study, students felt more at ease discussing story content without fear of being judged, likely because P4C prioritizes ideas over linguistic perfection. The incorporation of visual storybooks further scaffolded understanding, allowing learners to engage meaningfully with texts despite language limitations (Febriyanti & Hidayat, 2023). As illustrated in the students' excerpts, the combination of image-supported narratives and philosophical discussion contributed to a more relaxed, student-centered environment. This suggests that P4C not only reduces anxiety but also reframes the classroom as a thinking space rather than a test of language skills.

Motivation was another area positively influenced by the integration of P4C and picture storybooks. Language learning motivation is closely linked to learners' sense of purpose and engagement (Rorimpandey, 2023), and the current study confirms that meaningful content boosts motivation. Through discussing ethical dilemmas and life-related themes in storybooks, students found personal relevance in their learning, as reflected in the interview data. This supports research by Tsang & Yeung (2024), who noted that P4C can promote intrinsic motivation by valuing student perspectives. Furthermore, the dialogic and participatory nature of P4C encourages autonomy and voice, which are key motivational drivers in language learning (Teng, 2021). Storybooks enriched the process by providing context and emotional resonance, making the experience more enjoyable and less mechanical. Therefore, combining P4C and storybooks presents a compelling model for fostering both motivational and emotional engagement in adolescent EFL learners.

The improvement in reading comprehension among students in the experimental group also reflects findings from previous research. Engaging with storybooks through philosophical inquiry allows students to construct meaning collaboratively and reflectively (Gezer, 2021). This deep approach to reading encourages learners to move beyond surface-level comprehension and consider characters' motivations, themes, and moral questions. As shown in the excerpts, students demonstrated the ability to make personal and inferential connections with the texts. This supports Vygotsky's (1978) theory that learning occurs through social interaction and scaffolding, especially when learners are engaged in higher-order thinking. Picture storybooks, when paired with open-ended questioning, support comprehension by combining visual input with verbal reasoning (Darmawan & Wuryandani, 2022). Hence, the current study illustrates how the P4C framework, enhanced by multimodal input, contributes to the development of more reflective and analytical reading skills.

Importantly, the study's findings validate the growing body of literature that advocates for integrating critical thinking practices into language classrooms. Scholars such as Meirizal et al. (2023) argue that fostering philosophical dialogue in EFL settings can simultaneously support linguistic and cognitive development. The present study demonstrates that P4C, traditionally used in moral education or philosophy courses, has valuable cross-disciplinary benefits when tailored to the needs of language learners.

Moreover, by aligning storybook narratives with students' lived experiences, the intervention facilitated the transfer of abstract discussion into practical, communicative use. This suggests that combining philosophical inquiry with narrative-based materials can bridge the gap between cognitive and linguistic goals in EFL contexts. It also echoes the call by Isha et al. (2022) for more holistic instructional models that address affective and cognitive domains. Therefore, P4C and picture storybooks should be considered not just as literacy tools but as frameworks for whole-person language development.

Despite the promising results, several limitations should be acknowledged. The study was conducted within a single institutional context and involved students from the same academic level, which may limit generalizability to broader populations. Furthermore, the intervention period was relatively short, and long-term retention of benefits in anxiety, motivation, and comprehension remains unmeasured. The qualitative data, although rich, relied on self-reported interviews, which may be subject to bias. Future research should consider longitudinal designs and explore variations across different age groups and language proficiency levels. Additionally, examining teacher perspectives could offer insights into the practical challenges and enablers of implementing P4C in EFL classrooms. Nonetheless, the study contributes meaningful evidence to the emerging field of critical literacy and affective pedagogy in language education. It highlights the potential of innovative, interdisciplinary approaches to create more engaging, empowering, and effective language learning experiences.

Conclusion

In conclusion, this study demonstrates that integrating Philosophy for Children (P4C) with picture storybook instruction significantly reduces English learning anxiety, enhances motivation, and improves reading comprehension among adolescent EFL learners. The findings suggest that a dialogic, student-centered environment grounded in philosophical inquiry and supported by narrative visuals fosters both emotional comfort and deeper cognitive engagement. However, the study's limitations include its relatively short intervention period, the homogeneity of the participant group (limited to fourth-semester students from a single English department), and its reliance on self-reported qualitative data. Future research should consider longitudinal approaches to measure the sustainability of these effects over time and expand participant diversity across different educational levels and cultural settings. It is also recommended that further studies explore the role of teacher facilitation in effectively implementing P4C in various language learning contexts. For educators and curriculum developers, these results imply the potential value of interdisciplinary strategies that blend critical thinking, narrative, and emotional engagement to enrich EFL instruction. Ultimately, this study contributes to the evolving discourse on affective and cognitive integration in language learning and offers a promising pathway for cultivating more holistic and human-centered approaches to English education.

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EDUCALINGUA

Volume 3 | Number 1

The Language of Companionship: A Critical Stylistic Examination of True and False Friendship in Niyi Osundare's Poetry

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ABSTRACT

Friendship, a central theme in human relationships, has been a subject of poetic exploration across cultures. Niyi Osundare, a renowned Nigerian poet, examines the dual nature of friendship in his poems Friendship Blue, One Side and Friendship Blue, Another Side from the collection Random Blues. This study employs the Critical Stylistics (CS) approach, developed by Jeffries (2010), to analyse how Osundare's linguistic and stylistic choices shape the representation of false and true friendship. This research uncovers the ideological underpinnings of these poems by examining Osundare's use of naming and description, representing actions/events/states, and comparing and contrasting. The study investigates how language constructs opposing depictions of deceptive and genuine friendships through qualitative textual analysis. Findings reveal that Friendship Blue, One Side employs negative imagery, contrasting metaphors, and descriptive language to depict false friends as exploitative and deceitful. Conversely, Friendship Blue, another side, portrays true friends using positive and valuable imagery, emphasizing trust and loyalty. The study highlights how Osundare's poetic style not only critiques hypocrisy in relationships but also celebrates sincere companionship. The conclusion affirms that linguistic choices in poetry are potent tools for ideological expression, allowing Osundare to influence readers' perception of friendship. This research contributes to Critical Stylistics and African poetry studies by demonstrating the effectiveness of CS tools in uncovering deep-

seated ideologies within poetic texts. It also provides insights into how language shapes human relationships in literature.

Keywords: Critical Stylistics, Niyi Osundare, Friendship in Poetry, Linguistic Analysis, Ideology in Literature

Introduction

Stylistics is a branch of linguistics that focuses on analysing linguistic and rhetorical features within texts to understand how language choices contribute to the overall interpretation and impact of a piece of communication (Oseni, 2023). Stylistics signifies exploiting linguistics as a tool for literary criticism to search and inspect the aesthetic effect of language in a broad sense and style for a specific reason. Stylistics also aims to study the language usage style in different linguistic or situational contexts. According to Maroufi et al. (2016), stylistics is a method of textual interpretation that gives language precedence over other elements. Stylistics is an academic field positioned between language and literary studies, according to Scott (2023). To demonstrate how the text is understood and how reading it affects the readers, it looks into how readers engage with the style of the texts. In recent times, new approaches to stylistics have emerged. These approaches shaped the discipline of stylistics. One of those approaches is the Critical Stylistic (CS) approach, which introduces a method to achieve more rigour and replicable textual analysis. Based on this approach, this present study analyses two selected poems of Niyi Osundare in his poetry collection titled *Random Blues.*

The release of Jeffries' Critical Stylistics: The Power of English in 2010 marked the beginning of the development of Critical Stylistics (CS) at the University of Huddersfield. According to Reeve (2010), critical stylistics aims to compile a text's primary general purposes in depicting reality. Critical Discourse Analysis (CDA) lacks the more sophisticated and rigorous analytical tools that essentially offer stylistics (Tabbert, 2013). According to Olaluwoye (2015), there is no connection between Critical Stylistics and political views. It makes the case that all writings have an ideological foundation, regardless of how consciously or unconsciously these ideas are formed. It seeks to reveal and uncover hidden ideologies in discourse and writings. Jeffries identifies the following tools as the instruments that critical stylistics uses to uncover ideologies which will be later discussed in this study: (1) Naming and Describing, (2) Representing Actions/Events/States, (3) Equating and Contrasting, (4) Exemplifying and Enumerating, (5) Prioritizing, (6) Implying and Assuming, (7) Negating, (8) Hypothesizing, (9) Presenting the Speech and Thoughts of other Participants, and (10) Representing Time, Space and Society.

With the emergence of this stylistic approach to linguistic study, several authors and researchers have researched this study area. Many have also analyzed Niyi Osundare's poetry. Kifayat (2023) examine three purposively selected poems in Tanure Ojaide's Narrow Escapes on the COVID-19 pandemic. The authors used four critical stylistics analytical toolkits: naming and describing, representing events/actions/states,

prioritizing, implying and assuming for their analysis. However, they concluded that the deployment of the critical stylistic tools for analysing the selected poems has unraveled the underlying sense that the poet conveys melodiously. Also, Hussein & Hussein (2021) attempted to apply Reeve's (2010) model of critical stylistics to analyze selected soliloquies in Shakespeare's *Hamlet*. The study specifically aimed at examining the two soliloquies made by the character Hamlet using only three textual-conceptual functions of the model: Representing Actions/ Events/ States, Exemplifying and Enumerating, and Hypothesizing. The data was analyzed qualitatively to show how the tools are used and then quantitatively to show how often these tools are used. This paper concluded that Shakespeare's language is ideologically loaded, and there are discrepancies in the frequency and function of these tools. Besides, the frequency of these tools proves how the ideology is enforced through the language of the text.

Ebim (2016) presented a paper titled "A Critical Discourse Analysis of Niyi Osundare's *Blues for the New Senate King*". Although Ebim's work did not use a Critical Stylistic approach, the text in his focus was Niyi Osundare's poem. This is what the study has to say about this current study. Using the CDA approach to examine the poem, the paper revealed that Osundare aims to bring about social reformation in society. The study implies that it has contributed to the field of stylistics by illustrating the interface between literary and linguistic features in poetic forms that advocate a positive approach to the style of governance in Nigerian society. Following the above empirical review, it is observed that the studies reviewed have areas of similarity in terms of approach (Critical Stylistics), the genre of text under investigation (poetry) or the author (Niyi Osuundare) with this current study. However, there has not been any study using the Critical Stylistics model to study Niyi Osundare's poetry, notably his *Random Blues*. This, however, is the gap that this current study intends to fill, and this research aims to investigate the two selected poems (*Friendship Blue*, "One Side", and "Another Side") in Niyi Osundare's poetry collection *Random Blues.*

Niyi Osundare's poems "Friendship Blues, One Side" and "Friendship Blues, Another Side" explore two very different kinds of friendship. Friendship Blues, One Side" talks about fake friends who pretend to care but are deceitful and harmful. These friends are compared to flies drawn to honey, only interested in what they can get from you. They hide their true feelings behind smiles and friendly greetings, but their intentions are bad. They are happy when you are sad and envious when you succeed, making them dangerous and untrustworthy. Meanwhile, "Friendship Blues, Another Side" celebrates authentic, genuinely caring, supportive friends. These friends are described as precious, like gold and honey. They share in your happiness and sadness, always standing by your side. They are trustworthy, protect your secrets, and support you through good and bad times. Their friendship is sincere and full of love and loyalty.

The study's main objective is to analyze how Niyi Osundare's linguistic and stylistic choices in his poems "Friendship Blue, One Side" and "Friendship Blue, Another Side" shape the representation of true and false friendship. Using the Critical Stylistics approach, the research aims to uncover the ideological underpinnings of these poems by examining Osundare's use of naming, description, and contrasting imagery to depict the

complexities of friendship, ultimately highlighting how language constructs perceptions of interpersonal relationships in literature.

Literature Review

Critical Stylistics

Lesley Reeve (2010) introduced a relatively new subfield of stylistics known as "critical stylistics," which seeks to merge stylistics with critical discourse analysis (CDA). According to Nørgaard et al. (2010), critical stylistics refers to stylistic work that explores how language represents social meanings. This approach is influenced by critical linguistics and CDA (Jeffries, 2016). Reeve (2010) noted that stylistics has evolved into an interdisciplinary field, and by applying stylistic theories alongside critical studies, significant advancements in critical stylistics can be achieved. Critical stylistics uses various analytical techniques to focus on the relationship between language, power, and ideology (Evans & Schuller, 2015). Critical stylistics aims to illustrate how writers embed their ideologies and social concepts into their work, leveraging the strengths of both stylistics and CDA. Coffey (2013) emphasized that critical stylistics endeavors to bridge stylistics with CDA, demonstrating how language functions in social interactions of dominance and power. Stylistics, or "the study of style," investigates "literary language" to reveal the connection between language and creative fiction. Critical stylistics strives to integrate the best elements of stylistics and CDA to examine how writers embed ideologies and social concepts into their works, whether literary or non-canonical (Tabbert, 2013).

Reeve (2010) demonstrates that Critical Stylistics is employed to identify the primary overarching function of a text in representing realities. She also stated that Critical Stylistics offers various tools considered more comprehensive than those provided by other works in CDA. In her 2010 book Critical Stylistics, Jeffries integrates CDA and stylistics, explicitly focusing on the linguistic manifestation of social meaning and the necessary analytical tools. Furthermore, Reeve (2010) highlighted that these 'textual conceptual functions' are used to reveal the implicit ideologies conveyed through linguistic choices.

Differences between Critical Stylistics and Critical Discourse Analysis

Reeve (2010) demonstrates that Critical Stylistics is employed to identify the primary overarching function of a text in representing realities. She also stated that Critical Stylistics offers various tools considered more comprehensive than those provided by other works in CDA. Critical stylistics focuses on revealing the underlying ideologies in texts, demonstrating how language conveys specific ideologies through literary and non-literary texts without considering external circumstances (Jeffries, 2016). In contrast, CDA examines social, historical, and visual texts, emphasizing external contexts in its analysis. Jeffries (2016) acknowledges that stylistic analysis is equally valuable and insightful for non-fiction and literary data. According to Olaluwoye (2015), Critical Stylistics shows that all texts are ideologically influenced, whether consciously or unconsciously. One major criticism of CDA is its lack of comprehensive analytical tools, attributed to its multidisciplinary nature. Critical stylistics addresses this flaw by introducing a systematic analytical model that combines tools from stylistics and critical

linguistics, aiming to uncover the linguistic choices of text producers and their potential ideological motives and implications (Ibrahim & Hussein, 2018).

Ideology

The central focus of critical analysis research is ideology. The term "ideology" was coined in 1796 by French philosopher Antoine Destutt de Tracy, who envisioned it as a science of ideas similar to other scientific disciplines (Béraud & Numa, 2023). Eagleton (2014) described the term 'ideology' as "indeterminate and tricky," explaining that its meaning can be interpreted broadly or narrowly. He argued that the theoretical constructs that define ideology provide it with a particular perspective, which he refers to as "a shared or collective consciousness...a belief system" that unites community members. Ideology manifests in various forms, including as collective consciousness, as related to religion, and as a tool of power and domination, studying how it serves as an instrument of societal control (Langman, 2015).

Jeffries (2016) aligns with Fowler's definition of ideology, asserting that ideology is pervasive in texts and reflects the principles of credibility within a particular community or group. Additionally, Reeve (2010) defines ideology as the shared ideas of a community or society. She further emphasizes that ideologies are fundamental to our world, communicated, reproduced, constructed, and negotiated through language. Hodges (2015) partially agrees with Jeffries but expands on the definition, describing ideology as "systems of thoughts and ideas that represent the world from a particular perspective and provide a framework for organizing meaning, guiding actions, and legitimating positions."

Ideologies are often seen as the unexamined thoughts or ideas a particular group holds. However, Machin and Mayr (2012) view ideology as "an important means by which dominant forces in society can exercise power over subordinate and subjugated groups." Some linguists present ideology as a negative concept, while others describe it as a regular, neutral term. Essentially, the meaning assigned to ideology depends on the context and intent; ideologies are not inherently harmful. For example, there are both racist ideologies and anti-racist ones. Olaluwoye (2015) observes that no text is free from ideology or entirely objective; all texts carry specific values or shared norms and are inseparable from the social norms and processes they help maintain. Consequently, written and spoken language serve as a medium for reproducing, disseminating, and potentially altering these ideologies. Analysts examine textual features when detecting ideology in texts to explain and interpret underlying ideologies. This involves exploring biases, presuppositions, and intertextuality and relating texts to the experiences and beliefs of readers and speakers.

Methodology

This study employed a qualitative research design, specifically utilizing a Critical Stylistic (CS) approach for textual analysis. The qualitative approach is suitable for this research as it allows for an in-depth analysis of the poems' linguistic and stylistic features, revealing the underlying ideologies and the poet's stylistic choices. The primary data for this study consists of the two selected poems by Niyi Osundare: Friendship Blue: 'One

Side" and "Friendship Blue: 'Another Side." These poems are chosen purposefully based on their thematic relevance to the study's focus on the poet's use of language and his ideology on friendship. The poems will be sourced directly from Osundare's poetry collection *Random Blues.*

Analytical Framework

This study employs the Critical Stylistic (CS) model, developed by Lesley Jeffries (2010), to analyze the selected poems. Critical Stylistics provides analytical tools that uncover the ideologies embedded within texts. Specifically, the following three tools from Jeffries' (2010) model will be applied. The first is naming and describing, representing Actions/Events/States and Equating and Contrasting. The diagram in the analytical framework likely illustrates the three key tools of the Critical Stylistics (CS) model as applied in the study. The second is naming and describing. This tool focuses on how the text names and describes individuals, objects, or concepts. It examines the connotations and implications of specific language choices, revealing how they shape perceptions of friendship. For instance, the terms used to describe friends may indicate trustworthiness or deceit. The third is representing actions/events/states. This aspect analyses how actions, events, and states are depicted in the poems. It looks at the verbs and narrative structures employed by Osundare to portray friendships. Positive actions may highlight loyalty and support, while negative actions can illustrate betrayal or exploitation, reflecting friendship's dual nature.
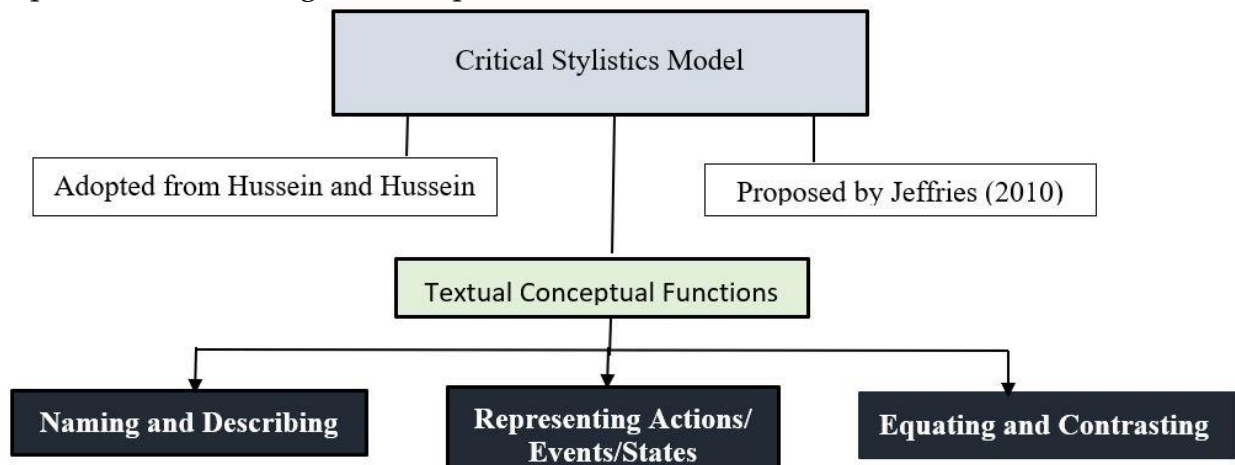

Figure 1. Analytical framework of the study

The fourth is Equating and Contrasting. This tool involves comparing and contrasting different representations within the text. It helps to reveal the ideological tensions between true and false friendships. The analysis can uncover deeper meanings and critiques of social relationships by juxtaposing positive and negative imagery. These tools provide a comprehensive framework for understanding how Osundare's stylistic choices convey ideological messages about friendship, emphasizing the complexities and contradictions inherent in human relationships.

The extracted data was analyzed to uncover the ideologies reflected in the poems. The analysis will focus on how the poet's language conveys his ideological position on friendship. Patterns and recurring themes will be identified to understand the broader implications of the stylistic choices. The study focuses solely on the selected poems from Niyi Osundare's Random Blues, limiting the generalizability of the findings to other texts or contexts. The analysis will be confined to the tools specified within the CS model, potentially overlooking other stylistic elements in the poems. The interpretation of the poems may be subjective to some extent, influenced by the researcher's perspective and biases.

Findings
Naming and Describing

In both poems, there is a clear distinction between how true friends and false friends are labelled and described. The poems vividly characterize different types of friends using specific nouns and descriptive phrases. True friends are likened to precious materials, while false friends are described with imagery of deceit and treachery. The naming and describing function plays a crucial role in characterizing the nature of friendship in the two poems, with each poem employing specific words and imagery to highlight either the deceitful traits of false friends or the genuine qualities of true friendship. This function enriches the poems by providing readers with vivid mental images and emotional resonance, ultimately contributing to the thematic exploration of friendship dynamics. For example: Poem 1: (One side)

"Feigners" (line 5), "flies at the "honeypot" (line 5), "grave greetings" (line 7), "Lethal smiles" (line 8), "sour souls" (line 12), "masks" (line, 18), "snake" (line, 40), "scorpions" (line, 41).

The above are instances of labelling and describing words, which the poet used as vivid imagery and descriptive language to label and describe the behaviour of false friends. They are likened to "flies at the honeypot," implying their opportunistic and deceitful nature. The word "masks" in the phrase "Their masks are loose, their faces tight" suggests a facade of insincerity and hidden intentions. Similarly, the word "scorpion" in the phrase "stomach as a pit of scorpions" conveys a sense of internal malice and duplicity within false friends. Terms and descriptors like "feigners", "snake," "grave greetings", and "lethal smiles" emphasize and reinforce the theme of betrayal and manipulation. On the other hand, the instances of these linguistic features in poem 2 (Another side) are as follows: "honey" (line 2), "Stainless gold" (line 5), "unvarnished silver" (line 5), "dear" (line, 6) "heart" (line 11), "trust" (line 36), "embrace" (line, 40), "no Cassius scowl" (line, 41), "Brutus dagger" (line, 41) wholesome" (line, 42), "timely blossom" (line, 43).

Contrary to the first poem, "Friendship Blue: Another Side" celebrates the positive aspects of true friendship. This poem's naming and describing function portrays the positive attributes associated with true friendship. Words like "Stainless gold" and "unvarnished silver" evoke images of purity and authenticity, emphasizing the genuine nature of true friendships. Descriptors such as "heart" and "wholesome" underscore the

emotional depth and integrity of true friends, while terms like "smile" and "embrace" convey warmth and sincerity. The absence of negative imagery, such as "Cassius' scowl" and "Brutus' dagger," further reinforces the theme of trust and reliability in true friendships, culminating in the imagery of "timely blossom" to symbolise the sweetness and growth that genuine friendships bring. In addition, in the context of the poems, pronouns such as "they," "he," or "she" are used to refer to different types of friends, thus naming and describing their characteristics. For example:

In Poem 1:

"They laugh with their teeth / sour in their souls" (lines 11 & 12)

"Your tears water their field" (line 35)

In Poem 2:

"S/he forgives your errors" (line 26)

"His smile is genuine" (line 37)

In each case, pronouns are employed to name and describe the referenced individuals or groups, providing insight into their qualities and behaviors. Therefore, pronouns can be examples of poetry's naming and describing functions.

Representing Actions/Events/States

The portrayal of actions and states differs significantly between the two poems. The actions and states in the poems provide deeper insight into the nature of these friendships. In the first poem, false friends are depicted as insincere and manipulative, shown through actions like shouting "Good morning" in the middle of the night (lines 13 & 14) and sending a snake in return for an earthworm (lines 37 & 38). Generally, the actions of false friends are malicious and self-serving:

Malicious Actions: Phrases like "They laugh with their teeth / sour in their souls" (lines 11 & 12) and "Your tears water their field / Your smiling face will make them mad" depict false friends as deriving pleasure from others' pain and benefiting from others' misfortunes. These friends' actions are designed to deceive and exploit, masking their true intentions behind superficial friendliness.

Conversely, "Friendship Blue: Another Side" presents the supportive actions of true friends:

Supportive Actions: In contrast, the second poem portrays true friends as supportive and empathetic, sharing joys and sorrows.

"His smile is true" (line, 37)

"They laugh when you laugh / They cry when you cry." (lines 13 & 14)

"S/he rights your wrongs / S/he forgives your errors." (lines, 25 & 26)

"The key to your life is in her hands / His trust fails not and never flicks."(lines 35 & 36)

These lines represent various actions and states associated with true friendship. The parallelism in "They laugh when you laugh / They cry when you cry" illustrates the shared experiences and emotional resonance between true friends. Furthermore, the representation of "righting wrongs" and "forgiving errors" signifies true friendship's supportive and forgiving nature. Lastly, the imagery of "the key to your life" symbolises the trust and reliability inherent in true friends, contrary to the betrayal and deceit often

found in false friendships. The depicted actions are rooted in genuine care and empathy. These friends are shown to provide emotional support, forgiveness, and honesty, reinforcing the theme of loyalty and steadfastness.

Equating and Contrasting

The two poems under investigation employ contrasting linguistic markers to highlight the differences between true and false friends. These functions reveal how each poem constructs its thematic message about friendship through linguistic choices and structural elements. Semantic relations tools, especially antonyms and synonyms, achieve this linguistic feature. The poet uses this in the poem's context to instil cohesion and draw his contrasting ideology about the two kinds of friendship.

Using equating and contrasting emphasises the differences between false and true friends. In "Friendship Blue: One Side," contrasts are drawn between appearance and reality:

> Contrast: The juxtaposition of "grave greetings" (line 9) and "lethal smiles" (line 10) and the underlying deceit of false friends highlights the stark difference between their outward behaviour and inner intentions. This contrast underscores the danger and duplicity inherent in these friendships.
> "Feigners abound, flies at the honeypot." (line 5)
> "Sad when you are happy, Happy when you are sad." (lines 31 & 32)

These lines contrast the behaviour of false friends with the expected norms of genuine friendship. The contrasting functions are evident in juxtaposing the image of "flies at the honeypot" with the concept of true friendship, which is associated with sincerity and trust. Additionally, the reversal of emotions, being "Sad when you are happy, Happy when you are sad," emphasises the insincerity and opportunism of false friends compared to the supportive nature of true friendship.

In "Friendship Blue: Another Side," equating true friends with precious materials elevates their value:

> Equating: By likening true friends to "Stainless gold" and "unvarnished silver" (line 5). Osundare equates them with purity and incorruptibility. This comparison elevates the status of true friends, emphasising their worth and reliability. The absence of negative imagery, such as "Cassius' scowl" and "Brutus' dagger," further underscores their trustworthiness.
> "Friends there are / That is sweeter than honey." (lines 1 & 2)
> "Happy when you are happy / Sad when you are sad." (lines 7 & 8)
> "You disagree to agree / You agree to disagree." (lines 19 & 20)

These lines equate the traits and behaviors of true friends with positive and supportive qualities. The contrast between the sweetness of honey and the bitterness associated with false friendship emphasizes the genuine nature of true friends. Additionally, the repetition of "Happy when you are happy, Sad when you are sad" highlights the empathetic connection between true friends, contrasting with the opportunistic nature of false friends. The phrase "You disagree to agree, You agree to

disagree" exemplifies the flexibility and mutual respect inherent in true friendship, contrasting with the manipulative tendencies of false friends. Osundare's linguistic choices in these poems reveal his ideological stance on friendship. Through vivid imagery and descriptive language, he critiques the deceit and harm caused by false friends while celebrating the sincerity and support offered by true friends. His use of CS tools effectively conveys these ideologies, making the reader reflect on the nature of their relationships and the qualities that define genuine friendship.

Discussion

The findings reveal how linguistic choices shape ideological perceptions of these relationships. It highlights the contributions to knowledge in the field of Critical Stylistics and African poetry. The clear distinction in the naming and descriptive language used to characterize true and false friends is a significant finding. In "One Side," Osundare employs negative imagery—terms like "Feigners," "grave greetings," and "lethal smiles"—to portray false friends as deceitful and exploitative. This aligns with previous studies that emphasize how language can reflect societal attitudes toward relationships, suggesting that deceptive behavior is often critiqued through vivid, negative descriptors (Reeve, 2010). Conversely, in "Another Side," the use of positive imagery, such as "Stainless gold" and "wholesome," elevates the status of true friends. This portrayal resonates with findings from Norton & Toohey (2011), who argue that language can construct social identities and values. The contrasting linguistic choices in Osundare's poetry enrich the thematic exploration of friendship dynamics and reinforce the idea that language is a powerful tool for ideological expression. The portrayal of friendship-related actions further emphasizes the differences between true and false friends. False friends are depicted engaging in malicious actions, such as pretending to care while deriving pleasure from others' pain. This reflects earlier research highlighting the performative aspects of friendship, where actions often reveal underlying intentions (Van Doorn, 2010). The actions described in "One Side" critique insincerity, aligning with social psychology findings that suggest deceptive relationship behaviors can lead to emotional harm (Van Der Merwe & Wetherell, 2020). In stark contrast, "Another Side" presents true friends as empathetic and supportive, with actions that embody care and reliability. This aligns with previous findings that emphasize the importance of emotional support in friendships (Costello et al., 2023). The study contributes to Critical Stylistics and African poetry by demonstrating how linguistic analysis can reveal deep-seated ideologies within poetic texts. Osundare's stylistic choices serve as a critique of hypocrisy in relationships while celebrating sincere companionship. This dual focus enhances understanding of friendship as a complex interplay of emotions, actions, and societal expectations. Furthermore, the findings underscore the relevance of Critical Stylistics as a framework for analyzing literary texts, providing tools to uncover ideological messages that shape readers' perceptions. By applying this framework to Osundare's poetry, the study highlights the effectiveness of linguistic choices in conveying thematic depth, enriching the discourse in African literature and broader literary studies.

Conclusion

This study demonstrates that Niyi Osundare's poems "Friendship Blue, One Side" and "Friendship Blue, Another Side" effectively utilize critical stylistic tools to convey deep ideological insights about friendship. Through the strategic use of Naming and Describing, Representing Actions/Events/States, and Equating and Contrasting, Osundare critiques the deceitful nature of false friends while celebrating the virtues of true friendships. The findings highlight how linguistic choices can powerfully convey complex social and personal themes, offering readers a nuanced understanding of friendship dynamics. Ultimately, Osundare's work encourages reflection on the qualities that constitute genuine and meaningful relationships, emphasising the importance of loyalty, sincerity, and emotional support in true friendships. This study's findings highlight the significance of linguistic choices in shaping perceptions of friendship within poetry, particularly in the works of Niyi Osundare. Employing the Critical Stylistics model offers valuable insights into how language constructs and critiques social relationships. The implications extend to contemporary literary studies by demonstrating the effectiveness of stylistic analysis in uncovering deeper ideological meanings. This approach can be applied to other poets and literary works to explore themes of companionship, loyalty, and betrayal, enriching the discourse in African literature and broader literary studies. While this study thoroughly analyses Osundare's poetry, it is limited by its focus on only two poems from the collection *Random Blues*. This narrow scope may not capture the full range of themes related to friendship in Osundare's broader oeuvre or other literary contexts. Additionally, the study's reliance on qualitative textual analysis may introduce subjectivity in interpreting linguistic choices, potentially limiting generalizability. Future research could expand the scope by examining additional poems by Osundare or exploring other poets who address similar themes of friendship. A comparative analysis of different cultural perspectives on friendship in poetry could also provide a richer understanding. Furthermore, quantitative methods, such as corpus analysis, could be employed to analyze larger datasets of poetry, allowing for more robust conclusions about linguistic patterns and their ideological implications. Finally, interdisciplinary approaches incorporating psychology or sociology could enrich the analysis of how literature portrays and perceives friendship.

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