



The Author's:

Yuli Puji Astutik, Susiyanti, Surti Milarisa, Khamam Khosiin,
Sherly Citra Putri, Sutiawati, Muhammad Rizky Satria Abimanyu,
Nur Cahyani Kalil, Dio Rahul Firmansach, Fira Magfiran,
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RESEARCH IN ELT and **ITS PERSPECTIVES**

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Website: www.penerbitwidina.com

Instagram: [@penerbitwidina](https://www.instagram.com/penerbitwidina)

Telepon (022) 87355370

PREFACE

It is with great enthusiasm that we present *Research in ELT and Its Perspectives* as a comprehensive resource for understanding and advancing research in English Language Teaching (ELT). This book delves into the multifaceted aspects of ELT research, encompassing foundational topics such as research methodologies, theoretical frameworks, and concepts, as well as practical applications in teaching language skills—reading, writing, listening, and speaking. It also addresses pivotal issues such as the role of technology, bilingual education, cultural variables, assessment practices, and teacher professional development.

This book is the result of collective effort, and we extend our deepest gratitude to all contributors who shared their expertise, insights, and invaluable feedback during the creation of this work. Special thanks go to educators, researchers, and practitioners whose dedication to ELT has inspired the discussions and case studies presented here. We also thank the publishers for their unwavering support in bringing this book to fruition.

We hope this book serves as a vital reference for educators, researchers, and students seeking to deepen their understanding of ELT and its evolving research landscape. By exploring contemporary trends, case studies, and future directions, this book aspires to inspire innovation, foster collaboration, and advance the field of ELT research globally. Constructive feedback is warmly welcomed for the continued refinement of this work.

December, 2024

Author

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 1: INTRODUCTION TO RESEARCH IN ELT

Yuli Puji Astutik, S.Pd.I., M.Pd.

Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb

CHAPTER 1

INTRODUCTION TO RESEARCH IN ELT

A. INTRODUCTION

English Language Teaching (ELT) is a dynamic field that continues to evolve in response to global demands, technological advancements, and the shifting needs of learners. Research in ELT is crucial for understanding and improving the processes involved in teaching English to speakers of other languages. Furthermore, English instruction also entails a variety of strategies, methods, and approaches aimed at assisting students in mastering language abilities, both orally and written. However, effectiveness in English instruction is determined by more than just the teaching method used (Souriyavongsa, et. al., 2013), but also by students' cultural backgrounds (Hossain, 2024), digital technology used (Timotheou, et al., 2023; Tabasi, et al., 2024), learning motivation (Yu & Xu, 2022), self-efficacy (Bachtiar, 2024), teacher-student interaction (Alshuraiaan, 2023), and learning environment. As a result, study in this field is critical to understanding the numerous factors that influence the English language learning process.

In an ever-evolving global context, the challenges in teaching English are increasingly complex. The emergence of new technologies, changes in curricula, and increased international mobility require innovation in how English is taught. Research conducted in this area aims to find appropriate solutions to these challenges and to contribute to developing more effective theories and practices of English teaching.

Thus, research in English language teaching provides insight into effective teaching practices that can develop students' skills, and improve the overall quality of education (Bogale & Wale, 2024). Through research, it is hoped that educators can better understand the dynamics of English language learning and be able to implement more adaptive teaching strategies that are under students' needs in this era of globalization. This

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CHAPTER 2: METHODOLOGY IN ELT RESEARCH

Susiyanti, S.Pd., M.Hum.

STIT Muhammadiyah Tanjung Redeb, Berau

CHAPTER 2

METHODOLOGY IN ELT RESEARCH

A. INTRODUCTION

In the academic field, the need for research increases as we progress through higher levels of education. In fact, research is a requirement to complete higher education in Indonesia, including diplomas, bachelors, masters, and doctorates. On the other hand, generally, a company, organization, or manufacturing also has a research and development department. What is the significance of conducting research? Every problem we encounter cannot necessarily be solved by exploring all possible solutions, a method known as "brute force." The complexity of the problem we encounter necessitates a multitude of approaches to find a solution, a process that is highly inefficient as each experiment consumes time, effort, and financial resources.

On the other hand, the internet provides us with a wealth of information. This enables us to discover solutions to common problems simply by using a search engine. However, with a huge amount of information, it often takes us a very long time to find accurate information. In fact, the more complex the problem, the less likely it is to find a solution on the internet. In addition, political elements, conflicts of interest, and other factors sometimes create a lot of biased information that we cannot rely on. Therefore, research is very important to find the best solution to a problem. If there is a "doubt" about something, we conduct research to prove or test it.

Research in English language teaching involves the use of language as a research object. As we conduct more research in English teaching, our understanding of languages expands. Language research plays a crucial role in understanding the differences between spoken and written language. As we know, written language and spoken language are, of course, different. Additionally, teaching methods, strategies, and

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CHAPTER 3: THEORETICAL FRAMEWORKS AND CONCEPTS IN ENGLISH LANGUAGE TEACHING (ELT)

Surti Milarisa, S.Pd., M.Pd.

Universitas Muhammadiyah Berau

CHAPTER 3

THEORETICAL FRAMEWORKS AND CONCEPTS IN ENGLISH LANGUAGE TEACHING (ELT)

A. INTRODUCTION

English language teaching (ELT) has become a crucial aspect of education in the era of industry revolution and society 5.0. English is now considered an intermediary medium used in international communication in various fields, including education, business, and diplomacy. According to Crystal (2003), around 1.5 billion people in the world use English as a means of communication either as a first or second language. This makes the need for English teaching methods and approaches more urgent, both for academic and professional purposes. Experts have agreed that effective language teaching requires a deep understanding of various theories and concepts in language learning. “A good understanding of theoretical perspectives helps teachers to make informed decisions regarding their classroom practices,” (Brown, 2007).

In this context, ELT is not simply a process of transferring knowledge, but rather a structured endeavor that considers students' cognitive, social and emotional factors. Mastery of theoretical frameworks in language teaching helps teachers to choose the right methods for specific contexts and needs.

The role of English in Global Education and Careers is crucial. English is now not only an academic skill, but also an essential competency in the professional world. “The mastery of English as an international language contributes directly to a student's employability and career success,” says (Graddol, 2006). The ability to use English effectively enables individuals to actively participate in multinational work environments and international educational activities. ELT, then, must go beyond the teaching of grammar and vocabulary. Innovative approaches involving critical thinking,

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CHAPTER 4: TEACHING LANGUAGE SKILLS: READING, WRITING, LISTENING, AND SPEAKING

Khamam Khosiin, M.Pd.

STIT Muhammadiyah Tanjung Redeb

CHAPTER 4

TEACHING LANGUAGE SKILLS: READING, WRITING, LISTENING, AND SPEAKING

A. INTRODUCTION

Teaching English has become an important element of education in today's globalization era. This is critical because mastering English will provide students with opportunities in the academic and professional world. In addition, teaching and learning English will also be able to support students in expanding their access to cultural information from around the world. The increased demand for English instruction influences the diversity of approaches and methods utilized by teachers. Teaching English entails the development of four major skills: listening, speaking, reading, and writing. Each of these skills necessitates a different approach yet they are interrelated. Therefore, an understanding of effective teaching strategies and techniques is needed by teachers in teaching English to achieve optimal teaching goals. (Bogale & Wale, 2016). This article explores various methods and strategies for teaching these language skills.

B. TEACHING LISTENING SKILLS

One of the most crucial abilities in language learning is listening. It is an active process that includes understanding, interpreting, and evaluating what is heard. Several ideas and techniques describe how to teach listening skills effectively. Those ideas include offering students a variety of listening materials, such as conversations, lectures, and multimedia information to assist the students in understanding different accents, intonations, and speaking patterns. The following are some of the primary theories that underpin the teaching of listening:

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 5: TECHNOLOGY IN ELT

Sherly Citra Putri, S.Pd., M.Pd.

Universitas Mayjen Sungkono Mojokerto

CHAPTER 5

TECHNOLOGY IN ELT

A. INTRODUCTION

English language learning has significant evolution over the past few decades. One of the most influential factors in this transformation is technology, of course. With technology advancement, English teaching and learning methods have changed from conventional methods to more interactive and innovative methods. Technology provides various tools and resources that enrich learning process, making it more efficient, enjoyable and accessible to different purposes.

In this chapter, we will explore how technology has played a role in English language learning, covering the use of mobile apps, e-learning, artificial intelligence-based tools, social media, and virtual reality technology. In addition, we will also discuss the impact of technology on teaching methods, skills developed, challenges faced and future prospects.

B. THE EVOLUTION OF TECHNOLOGY IN ENGLISH LANGUAGE LEARNING

Technology in education is not a new concept. However, in recent decades, the role of technology in English language learning has increased dramatically. From the use of tape recorders and CDs for listening exercises, to the use of the internet and mobile applications that allow access to learning anytime and anywhere, technology has changed the way people learn English. From 1920s radio was introduced, overhead projector in 1930s, ballpoint pen in 1940s, then headphones and videotapes in 1950s, technology inventions were meant to ease teaching and learning process. Moreover Skinner's teaching machine invention was seed into computer-assisted language learning (CALL) era that was introduced in the 1980s. Online learning, digital storytelling, and online

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 6: ENGLISH LANGUAGE LEARNING FOR NON-NATIVE AND BILINGUAL SPEAKERS

Sutiawati, M.Pd.

Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb

CHAPTER 6

ENGLISH LANGUAGE LEARNING FOR NON-NATIVE AND BILINGUAL SPEAKERS

A. INTRODUCTION

One of the most extensively spoken languages in the world, English acts as a bridge between speakers of different languages and cultures. It is the most widely used language in science, technology, entertainment, and worldwide business. English language proficiency is frequently required in order to enroll in higher education, engage in the global economy, and connect with a wide range of opportunities and ideas. Because of these factors, millions of non-native and bilingual speakers worldwide have made learning English a top priority. Even though learning English is crucial, it can be intimidating. Its complex vocabulary, erratic pronunciation norms, and irregular grammar frequently cause difficulties for non-native speakers. Words like "read" (present tense) and "read" (past tense), for instance, have the same spelling but different pronunciations. Idiomatic phrases like "spill the beans" and "kick the bucket" can also be confusing to students who attempt to take them literally. Although bilingual speakers have certain advantages, they may also encounter difficulties, such as interference from their other languages, which makes it more difficult to distinguish and apply English-specific rules. Progress might be hampered for both groups by inconsistent practice and a fear of making mistakes.

Both native and non-native English speakers employ linguistic style in conversational situations such as Talk Show. A talk show falls within the category of spoken language, which is a component of human communication, since it is an impromptu conversation (Ginting et al., 2020). These days, digital media is crucial for teaching languages and has an effect on daily life, which can help non-native speakers expand their vocabulary (Anggeraini et al., 2020). The unique characteristic of the talk

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 7: SOCIAL AND CULTURAL VARIABELS IN ELT

Muhammad Rizky Satria Abimanyu, S.Pd.

Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb

CHAPTER 7

JUDUL

A. INTRODUCTION

Cultural awareness is an indispensable component of the language learning process, integrating language skills and intercultural understanding in a comprehensive manner (YURTSEVER & ÖZEL, 2021). The teaching of English as a foreign language (EFL) encompasses a range of linguistic elements, including grammar, vocabulary, and pronunciation. This encompasses not only the linguistic rules but also an in-depth comprehension of the manner in which these elements interact with social and cultural variables that influence students' learning processes. Each student possesses a unique background, shaped by a range of life experiences, social environments, and cultural influences, which collectively influence their language learning process. In light of these considerations, a "one-size-fits-all" approach is no longer a viable methodology in the context of modern English language teaching. Consequently, pedagogical strategies that prioritize the individualized needs and backgrounds of students are more crucial for developing efficacious, pertinent, and socially and culturally responsive learning experiences.

In the context of globalization and the concomitant growth of multiculturalism, English language teaching (ELT) classes are becoming increasingly heterogeneous, comprising students with diverse social, economic, and cultural backgrounds. Students from disparate countries, ethnicities, and religions exhibit divergent motivational, attitudinal, and engagement patterns in the learning process. A variety of factors, including age, gender, socioeconomic status, and cultural background, have been shown to significantly influence students' approaches to and outcomes in English language learning. For instance, students from a more hierarchical cultural background may be reluctant to express their

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 8: ASSESSMENT AND EVALUATION IN ENGLISH LANGUAGE TEACHING

Nur Cahyani Kalil, S.Pd, M.Pd.

STIT Muhammadiyah Tanjung Redeb Berau Kalimantan Timur

CHAPTER 8

ASSESSMENT AND EVALUATION IN ENGLISH LANGUAGE TEACHING

A. INTRODUCTION

Language testing assessment is a way to measure a person's proficiency in a language, whether it's their first or second language. There are many types of language tests, including: a) **Speech and language evaluation**: Determines if a person has a speech or language disorder that affects their communication b) **Placement test**: Groups learners with similar skills together c) **Achievement test**: Measures a learner's progress over time d) **Language aptitude test**: Assesses a person's ability to learn new language skills **Pearson Test of English (PTE)**: An English language assessment test that can be used for college applications and migrating to an English-speaking country e) **Dynamic Assessment**: A method to determine a person's abilities and learning potential Language testing can also help tutors: Measure how much their students have learned, Determine what they need to teach, and Check their teaching style.

B. ASSESSMENT AND EVALUATION IN ENGLISH LANGUAGE TEACHING

Assessment, or appraisal, is a systematic process for collecting, analyzing, and evaluating information about someone or something, with the aim of understanding certain abilities, knowledge, skills, or conditions. This process is often used in various contexts, such as education, health, and management, to measure progress, effectiveness, or need.

Assessment Aspects: a). **Goal**: Determine the purpose of the assessment, for example to determine student understanding, patient health, or program effectiveness. b). **Method**: Using various methods such as tests, observations, interviews, or questionnaires. c). **Data Collection**: Collect data from various sources to get a comprehensive picture. d).

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 9: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING (ELT)

Dio Rahul Firmansach, S.Pd.

STIT Muhammadiyah

CHAPTER 9

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING (ELT)

A. INTRODUCTION

English Language Teaching (ELT) is a dynamic and continuously evolving field that requires teachers to constantly update their knowledge and skills to address changes in learning needs, technology, and socio-cultural contexts. In this context, teacher education and professional development are key to ensuring high-quality teaching and optimal learning outcomes for students.

Recent research in English language teacher (ELT) education continues to emphasize the importance of deep theoretical mastery and pedagogical competence. According to Hohaus and Heeren (2023), teacher education should combine reflective, cognitive and didactic approaches to address the needs of diverse classrooms. They emphasize the need for a balance between linguistic theory and practical skills, especially in utilizing technology and dealing with multilingual environments. It aims to improve student learning outcomes through a more contextualized and dynamic approach.

Recent studies on language teacher education align with the need for practical application in real classroom settings. For instance, Darling-Hammond (2023) highlights the importance of teacher agency, emphasizing that teachers need to engage actively in their professional development and assessment practices. Teachers are encouraged to adapt theoretical knowledge to real-time classroom challenges, creating a contextualized learning environment. Similarly, Lee and Jeon (2024) stress how evolving classroom settings, especially post-pandemic, require teachers to be flexible and responsive to the needs of diverse students.

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 10: CASE STUDIES AND FIELD RESEARCH IN ELT: STRATEGIES AND IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT

Fira Magfiran, S.Pd.

STIT Muhammadiyah Tanjung Redeb

CHAPTER 10

CASE STUDIES AND FIELD RESEARCH IN ELT: STRATEGIES AND IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT

A. INTRODUCTION

Case studies and field research are two methods that are gaining increasing attention in education, particularly in English Language Teaching (ELT). Both approaches offer different but complementary ways of understanding the dynamics of English language learning in the classroom, as well as how teachers can adjust their teaching strategies according to the context and needs of students.

According to Burns (2021), case studies in ELT help reveal the learning process and interactions that occur in the classroom in detail. Case studies allow researchers to focus on specific situations, such as specific learning problems or students' responses to certain teaching techniques. This approach provides rich qualitative data that can be used to develop better teaching strategies.

Meanwhile, field research focuses more on direct observation in the learning environment, which allows researchers to collect real-time and authentic data. According to Mackey and Gass (2022), field research in ELT can provide deep insights into the learning process that takes place in a natural context. This direct observation provides indispensable information on how learning theories are applied in practice, as well as how teacher-student interactions take place in the classroom.

Both approaches have advantages in providing relevant and reliable data in the ELT context. Case studies offer in-depth details regarding a specific situation or case, while field research allows researchers to get a broader picture of the phenomenon under study in its actual setting. Thus, the combination of these two methods is an effective option for

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- Springer's Publication on E-resources (<https://link.springer.com>): Provides insights into the use of digital resources for teacher development.



RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 11: CONTEMPORARY TRENDS AND ISSUES IN ENGLISH LANGUAGE TEACHING (ELT) RESEARCH

Nur Heni, S.Pd.

Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb

CHAPTER 11

CONTEMPORARY TRENDS AND ISSUES IN ENGLISH LANGUAGE TEACHING (ELT) RESEARCH

A. INTRODUCTION

ELT (English Language Teaching) research is critical to improving our understanding and practice of teaching English as a second or foreign language. It offers evidence-based perspectives on successful teaching methods, learner behavior, curriculum development, and the use of technology in language acquisition. The majority of study undertaken during a fifteen-year period was on curriculum implementation. Nur and Madkur (2014) (2022) conducted a study on curriculum implementation in ELT. Based on various research, we can realize how crucial it is to do an analysis of curriculum implementation in ELT.(Kicha et al., 2023) By addressing varied learner requirements, sociocultural settings, and linguistic barriers, ELT research assists educators in implementing language acquisition and proficiency initiatives. Furthermore, it informs policy-making, teacher training, and resource development, ensuring that English education stays responsive to global trends and inclusive of diverse educational contexts.

The discipline of English Language Teaching (ELT) confronts current issues such as effectively integrating technology, meeting varied student requirements, and negotiating the transition to more inclusive and culturally sensitive pedagogy. The advent of online learning and artificial intelligence in education has transformed language instruction, but it also creates issues in terms of accessibility, teacher training, and engagement. Furthermore, multilingualism and global mobility necessitate new techniques to teaching English as a global language while preserving local linguistic identities. Gamified learning, adaptive language platforms, and corpus-based teaching resources are among the innovations that educators are using to improve student outcomes. Current research

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RESEARCH IN ELT AND ITS PERSPECTIVES

CHAPTER 12: THE FUTURE OF ELT RESEARCH

Fatqu Rofiqoh Dewi, M.Pd.

Institut Agama Islam Hasanuddin Pare Kediri

CHAPTER 12

THE FUTURE OF ELT RESEARCH

A. THE IMPORTANCE OF ENGLISH AS AN INTERNATIONAL LANGUAGE

In this era of advanced globalization, English has become a vital bridge of communication in various fields. As an international language, English plays a key role in connecting individuals and organizations from different parts of the world. In many aspects English has crucial roles as an instrument to share the ideas. Those are Business and Economics, Education and Research, Technology and Innovation, Media and Entertainment, and Diplomacy and International Relations fields.

1. Business and Economics

In the business world, English is a key tool for negotiating, collaborating and networking. Multinational companies and startups alike use English to communicate with partners, clients and customers from different countries. Important documentation, international meetings and financial reports are often drafted in English. English proficiency opens up opportunities for professionals to pursue careers in global companies, expand their markets, and access important market information (Sahadevan P & Sumangala M., 2021).

2. Education and Research

In the field of education, English is the primary medium in many academic courses and materials at top universities around the world. Many academic journals, textbooks and research publications are also published in English. This allows researchers and students from different countries to collaborate, exchange ideas and keep up with the latest developments in their field of study. Higher education and scholarship opportunities often require English language skills as a key requirement (Zein, At all. 2020).

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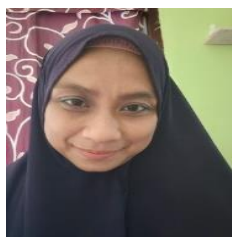
AUTHOR'S BIOGRAPHY

Yuli Puji Astutik, S.Pd.I., M.Pd.



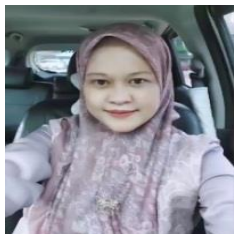
The author was born in Kediri on July 5, 1980. She is currently studying for her doctorate in English Education Department at Semarang State University. She is one of the English lecturers at Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb, East Kalimantan. She has several academic achievements including the recipient of the Kaltim Tuntas scholarship in 2023, and the recipient of OPEN (Online Professional English Network), one of the US embassy programs for Indonesia in 2023. She has also achieved non-academic achievements including a speaker at the international seminar "Integrating Multi-Literacies and Humanities into Language Teaching in 2020, as a judge in the Sudden Speech Competition for High School Level in Berau Regency in 2020, and as an international speaker at MISELT (Mahakam International Seminar of English Language Teaching) in 2023.

Susiyanti, S.Pd., M.Hum.



The author was born in Soppeng, South Sulawesi on September 19, 1991. Completed S1 English Education at the Faculty of Education and Teacher Training, University of Muhammadiyah Makassar in 2014. The Faculty of Cultural Sciences at Hasanuddin University gave her her S2 with an English major. The author used to teach English at SD Neg Melayu Muhammadiyah Makassar, coached Arabic and English at the Gombara Makassar Islamic Boarding School, and taught English outside of school at the Muhammadiyah Anakes (Health Analysis) site. The author also got first place in the research competition at UNNES Semarang and as a presenter at PIMNAS at the Universities of Mataram and Makassar. Now, as a lecturer at STIT Muhammadiyah Tanjung Redeb, Berau. The author can be contacted via email: susiyantisusi06@gmail.com.

Surti Milarisa, S.Pd., M.Pd.



The author was born in Kayuagung, South Sumatera, March 2nd 1987. She has completed her study in SDN 1 Kayuagung, SMPN 1 Kayuagung, SMAN 1 Kayuagung. She received the S.Pd degree in English Department from PGRI University and received the M.Pd. degree in Language and Literature of English study program from Post Graduate School at Sriwijaya University, in October 2010 and January 2013, respectively. In 2010, She joined the English Department, Islamic University of OKI (UNISKI), as a lecturer, she taught reading, morphology and literary appreciation. She moved to East Kalimantan, Berau and continued her career as ESP Lecturer of Universitas Muhammadiyah Berau (2013-present). In 2018, She presented her paper “The Correlation among Computer Literacy of Teachers and Students and Students’ Achievement in Three Subject Areas” in Academic Seminar at Social and Science Department, Naresuan University, Thailand. Since 2018, she also as Head of International Affair Office in Universitas Muhammadiyah Berau, International Officer of UM Berau has sent her students to join the student exchange program in University Brunei Darussalam and International program in Rajamangala University, Thailand and also Malaysia. Nowadays, she is as doctoral student at the Universitas Negeri Semarang and doing her dissertation research about Developing an ICE Model of Extensive Listening Web 2.0-Based for University Students.

Khamam Khosiin, M.Pd.



The author was born in Bululawang, Malang on May 22, 1981. He is the son of Mr. Chasan Rowi and Mrs. Sunayah. Graduated from SDN Kasri II Bululawang in 1992. Madrasah Tsanawiyah Negeri Tanjung Redeb in 1996. Madarasah Aliyah Negeri Tg Redeb majoring in Social Studies in 1999. He continued his university education at Sekolah Tinggi Agama Islam Luqman Hakim, majoring in Islamic Education Management Surabaya, in 2004. He started his career in 2005 as a teacher at SMP Integral Al Ihsan until 2006.

2007, he became the principal teacher at MI Al Ihsan and an Islamic Education teacher at SMKN II Tanjung Redeb until 2009. In 2009, he started teaching at MAN Tanjung Redeb Berau, and he taught there until 2013. He completed his postgraduate in 2011. In February 2013, he was transferred from a teacher to a Staff of Data and Information Analyst in the Islamic Education Unit. The author is completing his S3 degree at the University of Muhammadiyah Malang, majoring in the Islamic Religious Education Study Program. In addition to being a civil servant, he has been a lecturer at STIT Muhammadiyah Tanjung Redeb since 2005 until the present. Active in the LPTQ organization of Berau Regency. He became a trainer/judge in the field of Al-Quran Scientific Writing both at the Regency and Provincial levels. He was also the writer of Perbandingan Agama, Kurikulum Pendidikan Islam Telaah Filosofis dan Pengembangannya, Pendidikan Islam Dinamika Dan Tantangan Masa Depan. Sintesa Toleransi, Gender dan Pendidikan Muhammadiyah. Book Chapter Pendidikan Islam, Pendidikan Nilai dan Kepribadian, and he currently writes Research in ELT and its Perspective, Basic Islamic Education Science. Several articles have also been published. Home Address at Jl: P Panjang Gg Berkah Block 2 No. 77/14 Tanjung Redeb Berau. Email khamamkhosiin95@gmail.com.

Sherly Citra Putri, S.Pd., M.Pd.



The author is a lecturer of Speaking, Writing and Translation at English Department, Faculty of Teacher Training and Education, Mayjen Sungkono University of Mojokerto. She was born in Mojokerto, June 17th 1987. She got Bachelor Degree from Muhammadiyah University of Gresik in 2012 by taking English Department, Faculty of Teacher Training and Education. In 2020, she got Master Degree in English Education from Islamic University of Malang. She wrote module book to teach speaking through debate technique, edited several anthology books of students' short stories, and joined various book collaborations recently.

Sutiawati, M.Pd.



The author is an English Educator. Graduating from Universitas Ahmad Dahlan Yogyakarta with Master Degree in English Education. She is a dedicated doctoral student now, balancing the rigorous demands of academic research with the joys of motherhood. With a passion for exploring new horizons, she finds inspiration in the serenity of nature. Beyond academia, she has a profound love for cooking and experimenting with diverse cuisines. She believes in the power of food as a medium to connect people and cultures, making every meal an adventure in itself. When she's not immersed in her research or caring for her baby boy, she dreams of traveling the world, collecting stories, and soaking in the beauty of the natural landscapes she adores. Her life is a beautiful blend of intellectual pursuit, family, and an appreciation for life's simple joys.

Muhammad Rizky Satria Abimanyu, S.Pd.



The author is passionate about teaching English to young learners, helping them build language skills for their future. In addition to teaching, he also runs a small coffee business that allows him to connect with people, using coffee as a way to foster meaningful relationships. By balancing these two activities, he creates both educational and personal growth opportunities for himself and those around him. Through teaching and coffee, he continuously engages with his community in a positive and impactful way.

Nur Cahyani Kalil, S.Pd., M.Pd.



The author was born in Surabaya, 01 November 1981, she graduated from S1 and S2 from Surabaya State University (UNESA) in the English Language and Literature Education Study Program. Changed domicile following her husband's job and then became a lecturer at STIT Muhammadiyah Tanjung Redeb Berau, East Kalimantan, in English Department study program. She is an academission who is interested in the fields of Education, Language, Literature and Linguistics as well as contemporary culture. Throughout his teaching career he has focused on student activities by working with Sama on "project students' center, lecture assist". Has produced several anthologies of themed story novels, children's story books, and a collection of books writing articles together with cross-campus lecturers as well as several national and international journals. Can be contacted via email: nurcahyani.kalil@gmail.com, cellphone. 081231071938 and can be contacted via all social media with the same.

Dio Rahul Firmansach, S.Pd.



The author is an English educator who focuses on developing teaching skills and professionalism in education. Graduating from the Muhammadiyah College of Tarbiyah with a Bachelor's degree in English Education, he has extensive teaching experience both domestically and internationally. As an English tutor, he actively explores the latest teaching approaches, especially in the context of technology and competency-based curriculum. Apart from teaching, he is also a graphic designer and writer who often incorporates creativity in his written works. He is interested in developing interactive and innovative teaching materials and is active in the teaching community to share best practices. Through this article, he aims to provide insights to fellow educators in improving their professional skills and understanding the importance of continuous development in a teaching career.

Fira Magfiran, S.Pd.



The author, whose full name is Fira Magfiran, S.Pd, was born in Berau Regency on April 6, 2001. She is the youngest of three siblings. Fira earned her Bachelor's in English Education from STIT Muhammadiyah Tanjung Redeb. The book *Case Studies and Field Research in ELT: Strategies and Implications for Professional Development* is Fira Magfiran's first published work. This book discusses case study and field research methods in English language education, offering practical and theoretical guidance on how these research methods can be applied in English teaching. It aims to enhance both student learning outcomes and support teachers' professional development. Through her writing, Fira hopes to contribute positively to the field of education, specifically in improving teacher competency and the quality of English language instruction in Indonesia. Beyond academia, Fira is also interested in visual arts and illustration, as demonstrated by her English storybook product, which she developed to fulfill her final thesis requirements.

Nur Heni, S.Pd.



The author was born in Bone on April 12, 2000. She is the daughter of Mr. Arfah and Mrs. Hasna. She lives at Jl. Milono, Tanjung Redeb- Berau, East Borneo. Graduated from SDN 011 Sambaliung in 2012, Kertas Nusantara Junior High School in 2015, and Kertas Nusantara Senior High School in 2018. After completing his education at the primary and secondary levels, she continued her education at the English Education Department of Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb for a bachelor's degree and continued her studies at Ahmad Dahlan University with the same major for master's program degree. Now, she is an English Educator. In addition to matters related to the teaching and learning process, she is very fond of nature. For her, love for nature is the most sincere and pure love. From nature, we can get tranquility, happiness, as well as beauty that can be enjoyed at the same time.

Fatqu Rofiqoh Dewi, M.Pd.



The author was born on March 22, 1989 in Kediri, Indonesia. Starting her higher education at Universitas Muhammadiyah Malang, she completed her Bachelor's degree in English Education in 2011. Her passion for language and teaching led her to continue her studies at the Islamic University of Malang, where she earned her Master of Education (M.Pd.) degree with a focus on English Language Teaching in 2015. She began her career as an English teacher in various educational institutions before joining IAI Hasanuddin Pare as a lecturer in 2016. During her time at IAI Hasanuddin Pare, she was recognized for her dedication in teaching and research, as well as her contribution in the development of an innovative English curriculum. Apart from being a lecturer, she is also active in various seminars and workshops in the field of language education, both at local and national levels. She has a special interest in language teaching methodology and technology-based learning, and frequently writes scientific articles published in educational journals.

Works:

- Scientific articles in various educational journals
- English for Basic Communication (published by PT Intense Mojokerto Bintang Sembilan)
- Elaborasi Ilmu Sosial Untuk Covid-19 PENGAJARAN, PEMBELAJARAN SERTA EKSISTENSI LEMBAGA PENDIDIKAN SELAMA PANDEMI COVID-19 Book chapter 9 (Published by Cendekiawan Indonesia Timur (CIT))
- Contributor to various publications on language teaching and educational technology

Contact:

Email: fatqurofiqohdewi@gmail.com



RESEARCH IN ELT and ITS PERSPECTIVES

Research in ELT and Its Perspectives offers an in-depth exploration of the dynamic world of English Language Teaching (ELT) research. This book serves as a comprehensive guide, starting with foundational topics such as research methodologies and theoretical frameworks, and progressing to practical applications in teaching essential language skills—reading, writing, listening, and speaking. It also highlights the integration of technology, bilingual education, and the influence of social and cultural variables in shaping effective teaching and learning experiences.

This book goes beyond theory by addressing real-world challenges and solutions in ELT. It includes discussions on assessment and evaluation, teacher education, and professional development, enriched with case studies and field research strategies. Contemporary trends and pressing issues are examined, offering insights into the evolving landscape of ELT. The final chapters present forward-looking perspectives on the future of ELT research, inspiring innovation and adaptability in an ever-changing global context. Designed for educators, researchers, and students, this book combines rigorous research with practical insights to bridge the gap between theory and practice. With its engaging content and clear structure, Research in ELT and Its Perspectives invites readers to rethink and reimagine the possibilities within English Language Teaching, making it a must-have resource for advancing knowledge and practice in the field.