

Labuan ESL Teachers' Perception on the Factors Affecting Technology-Based Self-Regulated Learning in the Teaching and Learning of English

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Abstract

Recent revelation on students' performance in their English language subject during the COVID-19 pandemic were affected mainly by three factors: accessibility, competency and motivation. Additionally, the direct inclusion of technology in education and the limited facilitation from the teachers' ends have made the Technology-Based Self-Regulated Learning (TBSRL) a profound teaching and learning (T&L) method during the pandemic. However, there was no profound understanding of the three identified factors affecting T&L processes of English during the pandemic through the TBSRL context. This survey which utilised an online questionnaire as its research instrument aims to unveil a detailed confirmation of the three mentioned factors affecting T&L processes in the context of TBSRL. Data was collected through the sharing of the online questionnaire link in a designated Telegram group. Retrieved data was then analysed through a built-in software of the electronic questionnaire where both percentages and modal scores were analysed. Findings from 61 respondents (N=61) revealed that the three stated factors brought about significant details such as the absence of fundamental electronic facilities and online resources; educational clients which are technology-literates; improvement and practise of ICT-skills in the T&L processes of English among respondents; and an expression of a high level of willingness to implement TBSRL in respondents' T&L practises of English. Nevertheless, future research would include better pedagogical knowledge on TBSRL and its refined efficacy in the T&L processes of a post-pandemic form of education.

Keywords: ESL Teachers', Technology, Self-Regulated, Teaching and Learning, English.

Introduction

The Teaching and Learning of English Through Technology-Based Learning

One of the biggest advancements in the world today is technology. Technology has found its way into almost every field and sector the world is having today. Since it is consistent in a global scale, there should be a common language in use that people all over the world can understand. The top language in use for the Internet and also by technology on its own is the English language (Hariharasudan & Kot, 2018). Being the number one language of use for technology is not supposed to sound intimidating but rather a challenge or a need to people of the world to learn the language.

The digital world allows many things to flow within its very streams and education being one of them. One of the important forms of digitalised learning approach is the Technology-Based Learning (TBL). TBL can be defined as the integration of technology into education using technological tools and applications that allow electronic displays, storage and transmission of information for a wide range of teaching and learning contexts (Veletsianos et al., 2021; Yazici & Özerbaş 2021). English on the other hand can also be learnt through TBL and for many reasons too, can be deemed more effective compared to a traditional chalk-and-talk approach within classroom walls. TBL allows learners to grow with knowledge and skill which can equip them across various competencies and purposes (Hariharasudan & Kot, 2018; Prasojo et al. 2018). Similarly, the inclusion of TBL such as digital games and interactive digital materials can improve students' performance and motivation in learning the English language. According to Lim & Yunus (2021); Nugroho et al (2021); Wichadee & Pattanapichet (n.d), applications such as Kahoot, Quizzes, Google Classroom, Social Networking Sites like Facebook, YouTube, Instagram and WhatsApp can tremendously help both teachers and students to teach and learn the English language efficiently.

Most teachers and students believe that teaching and learning English through TBL is highly significant, beneficial and necessary for today's world (Hariharasudan & Kot, 2018; Prasojo et al., 2018; Wichadee & Pattanapichet, n.d.). The advancement of technology has been regarded as a nature rather than a norm, which if ignored, may be detrimental to affected parties. Handayani et al (2020); Lestariyana & Widodo (2018); Nugroho et al (2021) argued similarly by suggesting that if technology is not included into education, then student products will never be ready to go outside and face the real world today. Additionally, also highlighting the fact that school facilities did not provide enough opportunity and conducive space for English learning to foster through TBL but rectifying great potential for empowered learning through such an approach.

Given the unprecedented COVID-19 pandemic, such an ideal condition for TBL was 'accessed' by educational stakeholders especially by teachers and parents when they personally prepared and utilised the necessary equipment for such a teaching and learning (T&L) approach. This is mainly due to the control orders inflicted across the globe that had restricted movements of the nation not just within small scales, but globally as well. Hence, schools were closed down and education stakeholders had but no choice to move education into the virtual world. As argued further by Handayani et al (2020); Nugroho et al (2021) moving out or getting beyond the ordinary four-wall classroom condition can be naturally met during the pandemic, and such a condition may arguably enhance students' English learning due to the association of TBL. As mentioned before in previous research, learning English through TBL can improve students' interest, involvement and motivation (Handayani et al., 2020; Hariharasudan & Kot, 2018; Lestariyana & Widodo, 2018; Wichadee & Pattanapichet, n.d.).

The English Language and Self-Regulated Learning

Wang & Chen (2020) justified Self-Regulated Learning (SRL) as a type of learning that depicts autonomous and independent learning with or without the support of a facilitator such as a teacher, parent, and peer. For this kind of learners, in a hybrid way; still need supervision from others so that learning can be effective and sensible throughout. Often times, the most common yet noticeable thing to look for when identifying SRL attributes among students is through their self-exploration and problem-solving skills (Fok et al., 2018). Plus, the likelihood of achieving SRL elements among students happens when self-awareness of beliefs, abilities

and strategies are present within the students. Given ample time, authentic context and proper encouragement; SRL can flourish and transform learning into a more meaningful, purposeful and possibly, lifelong manner (Fok et al., 2018).

Subsequently, the T&L of English can be done through SRL. Fok et al (2018); Gouin-Vallerand et al (2018); Wang & Chen (2020) agreed that SRL utilises the use of English at home environment and also outside of class activities. For instance, hearing an English conversation, watching an English movie, listening to English songs and many more. The mentioned activities happen mostly informally and such a substance for learning can either be effective, or otherwise but never useless. Additionally, the relationship between SRL and learning language is more prevalent when Puntularb et al (2021); Ha (n.d.) claimed that a successful second language learner can be predicted by how much SRL happens in the background of the student's learning. Factors that support such a claim are students' self-management skills like goal-setting, time management and discipline.

In the effort to promote a desirable, timely and successful English T&L processes, SRL has to be included, one way or another. But given the unfortunate condition such as the COVID-19 pandemic, SRL will need to be included in a TBL setting of the T&L processes. The utilization of TBL within this period of time was unavoidable and had become the only solution for education thus, creating the very term of Technology-Based Self-Regulated Learning (TBSRL). In addition to such a term, Grace & Pahuriray (n.d.); Puntularb et al (2021); Ha (n.d.) believe that TBSRL can improve and promote a T&L experience that is lifelong, student-centered and timely. Besides, formal and informal T&L of the English language are also accessed through such an approach and processes are more personalised, authentic and meaningful to both teachers and students alike (Almusharraf 2021; Fok et al., 2018; Muharom et al., 2022).

The usage of TBSRL in the T&L of English is obvious during the pandemic. However, there was no view originating from the context of Malaysian primary and secondary school teachers about TBSRL in the T&L of English. This has identified the research gap that researcher is attempting to fulfill. Plus, the recent pandemic had 'naturally' created the condition for the term to occur in a very big timeframe and perceptions from affected teachers about it matter. Lastly, this research is necessary to be done as it can serve as a reference for other similar studies regarding TBL and SRL within the same context.

The Present Study

There was a recent revelation during the COVID-19 pandemic when it comes to the learning of English with the direct usage of technology. Technology has become way more advanced compared to the past decade and the integration of it in education is no longer an odd thing to say the least (Delcker & Ifenthaler 2021; Fok et al., 2018). Many online platforms were used to ensure that education can proceed even though the world was tremendously impaired by the COVID-19 disease. Recent discoveries by Fok et al (2018); Karatas & Arpaci (2021); Pazilah et al (2019) have reported that students who learn English through the direct use of digital devices have somehow, in a natural way, improved their English language acquisition.

On a complementary note, there were also some revelations on how learners learned and performed in their English language subject during the pandemic. For instance, good ESL learners become better at the language and are able to maintain good grades throughout the phase of the pandemic (Karatas & Arpaci, 2021; Ha, 2021; Ushioda, 2017). Meanwhile, intermediate ESL learners have a mixture of performance where some performed as expected, some became worse while some are able to surprisingly improve themselves (Aini

et al., 2020; Alolaywi, 2021). Past findings identified that some of the major factors that could affect the inconsistent T&L performances during the COVID-19 pandemic include accessibility, competency and motivation. Notwithstanding, these findings of the factors did not come from the context of TBSRL which is a very important component of T&L experiences during the COVID-19 pandemic (An et al., 2021; Bains et al., 2022; Hanif, 2020). So, why is there an inconsistency between researchers on students' English performance during the COVID-19 pandemic where TBSRL had actually taken place throughout the year of 2020 until 2022? This research seeks to take the three mentioned factors and identify a deeper understanding to how they affect T&L processes of English through the TBSRL method. Additionally, in the T&L of English itself, teachers are reluctant to use TBSRL as they deemed these interrelated components (TBL and SRL) to be wearisome and out-of-the-norm to implement (Aini et al., 2020; Zarei & Mohammadi, 2021). Noting that there are many studies indicating the effectiveness of the two terms, teachers still exhibit low to satisfactory level of willingness to apply TBSRL in their T&L practises (Gouin-Vallerand et al., 2018; Morris, 2019; Onivehu Adams et al., 2018). As the closure of schools during the pandemic had forced many teachers to use TBSRL in their daily teaching routines, an entirely different perception on the willingness to use TBSRL might have changed, especially when its implementation had stretched out to about two-year time frame.

Based on the issues and problems presented above, the researcher believes that there is a need to endeavour the very essence of TBSRL in the T&L of English through the lens of ESL teachers. By investigating matters such as ESL teachers' perception on the factors affecting TBSRL in the T&L of English, and their willingness to use it as a routine, educational stakeholders may be able to benefit and understand the potential of an effective T&L approach to learning English in a post-pandemic era. Additionally, this research aims to answer the following research questions:

1. What is Labuan ESL teachers' perception on the factors affecting TBSRL in the T&L of English?
2. What is Labuan ESL teachers' level of willingness to use TBSRL in their T&L practise of English?

Methodology

Population and Research Sampling

The researcher had conducted the research in the Federal Territory of Labuan, Malaysia. The respondents were the English language teachers across all government-aided primary and secondary schools in Labuan. According to MOE (2020), the total estimated number of English teachers in Labuan was a hundred and eighteen (N=118). A simple representation of the respondents of this research is shown in Table 1. With a return rate of 74.4% of the distributed online questionnaire, (N=61) respondents were identified to have participated in this research. Noting that a pilot study was done beforehand, the return rate was calculated and taken from the targeted population which was (N=83). To determine the reliability of the online questionnaire used in this research, a pilot study was done and the result for Cronbach's alpha is shown in Table 2.

Table 1
Respondents

Gender	Frequency (N)	Percentage (%)
Male	17	27.9
Female	44	72.1
Total	61	100

Data Collection Method

A brief representation of the data collection method is in the Figure 1.

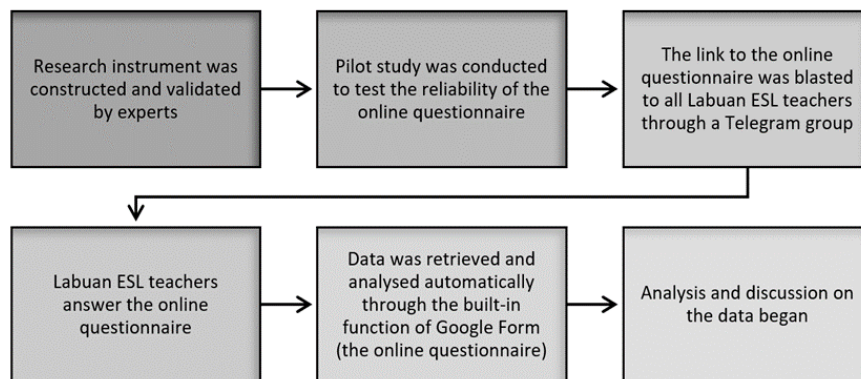


Figure 1: Data collection method

After the construction of the research instrument, which was the online questionnaire, the researcher had sent it to three experts who are all belonging in the education sector with various backgrounds for validation purposes. Reviews were received and the necessary amendments were done. A pilot study was immediately conducted to test the reliability of the online questionnaire. Once the pilot study was completed, the researcher proceeded with all official documents to conduct a wide scale survey in the whole Federal Territory of Labuan. More precisely, the link of the online questionnaire was blasted in a Telegram group designated to all ESL teachers in government-aided schools across Labuan.

Instrument

An online questionnaire was used to collect data in order to address the research questions in this research. The online questionnaire was an adaptation of the Online Self-Regulated Learning Questionnaire (OSLQ) by (Barnard et al., 2009). Moreover, past research findings by Bracher (2013); Kuama (2016); Mikroyannidis, Connolly & Law (2012) regarding Self-Regulated Learning (SRL) and technological tools integration in teaching and learning experiences were also included to further clarify the modification of items in the instrument. The topics that were being explored through this online questionnaire were (1) Labuan ESL teachers' perception on the factors affecting TBSRL in the T&L of English, and (2) Labuan ESL teachers' level of willingness to use TBSRL in their T&L practise of English.

The online questionnaire included four parts namely Part A, Part B, Part C and Part D; with each part having their own specific title and purpose. The first part which was Part A, was used to ask for consent among respondents to participate in the survey. The use of this part was also to inform respondents that their respond will remain completely anonymous and be kept confidential for the purpose of the study. Additionally, this part was also called as 'Respondent's Consent.'

The second part which was Part B, was named as 'Factors of TBSRL.' It involved a list of questions associated to answering the first research question which was to identify the factors affecting TBSRL in the T&L of English. The items in this part included three of the major factors that can conceptualise a TBSRL conditioning which were (1) accessibility, (2) competency and (3) motivation (Kuama, 2016). Then, Part C was named as 'Willingness for TBSRL' which revolved around the purpose of answering the third research question; exploring Labuan ESL teachers' willingness to use TBSRL in their T&L practise of English. This part consisted of adapted items based on the survey done by Das & Mishra (2016) on Technology-Enabled Learning Implementation, and the Online Self-Regulated Learning Questionnaire (OSLQ) by (Barnard et al., 2009). Finally, Part D was called as 'TBSRL Respondents' where it was used to collect respondents' demographic background such as age, gender, years of experience in teaching, type of schools whether it is primary or secondary school, and any other necessary information.

Additionally, a Likert-scale consisting of five ordinal points was also used in the online questionnaire. The ordinal points are (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. Respondents were required to indicate a response, 1 through 5 to each item, that represents their opinions about the subject matter. Data was recorded in the Google Form response sheet which was then further taken and analysed for discussions.

Reliability and Validity

To ensure the validity content of the research instrument, the online questionnaire was handed over to a jury of three experts in the field of education from different institutions. Experts' validations and recommendations to revise certain items and language use in the instrument were adhered accordingly. In addition, a pilot study was also done beforehand, and the return rate was calculated and taken from the targeted population which was (N=83). To determine the reliability of the online questionnaire used in this research, a pilot study was done and the result for Cronbach's alpha is shown in Table 2.

Table 2

Cronbach's Alpha Result

Pilot Study Participants	No. of items in instrument	Cronbach's Alpha
N=35	18	.710

As presented, there is a total of 18 items in the online questionnaire and the Cronbach's Alpha reliability test for this online questionnaire stands at alpha value ($\alpha=0.71$) which is at a satisfactory and acceptable value.

Data Analysis Method

The items in the online questionnaire were analysed using a built-in software of the online Google Form service where both percentages and modal score were analysed. For instance, the analysis looks at the percentages and modal score of the Likert-scale score whereby each point such as 5 which means "Strongly Agree" all the way to 1 which means "Strongly Disagree" were critically analysed by the researcher to determine the highest frequency, the lowest, or any interesting factors that might contribute to the analysis of each item. Other than that, the frequency according to each item in the online questionnaire was also looked into so that collected data can be understood more congruently. Finally, the respondents' responses on (1) Labuan ESL teachers' perception on the factors affecting TBSRL in the T&L of English, and (2) Labuan ESL teachers' level of willingness to use TBSRL in their T&L practise of

English were examined and analysed before a comprehensive yet conclusive discussion was made.

Result

What are Labuan ESL teachers' perception on the factors affecting TBSRL in the T&L of English?

As per mentioned in the instruments of this research, the items included in Part B of the online questionnaire were all looking into the three major factors that affect TBSRL; and they were accessibility, competency and motivation. Every three-item or chronological statements in this part of the online questionnaire were designed specifically to address each factor. For instance, item FT1 until FT3 are for the factor of accessibility, FT4 until FT6 are for the factor of competency and lastly, FT7 until FT9 are for the factor of motivation. The table below demonstrates the findings of the affects affecting TBSRL in the T&L of English.

Table 3

Labuan ESL Teachers' Perception on The Factors Affecting TBSRL in the T&L of English

Item No. & Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mode
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	
FT1: Technology-Based Self-Regulated Learning (TBSRL) is easily accessed through ready-made English T&L materials online.	0	0	2	3.3	5	8.2	15	24.6	39	63.9	5
FT2: The T&L of English through TBSRL is accessible by everyone with electronic gadgets.	0	0	1	1.6	3	4.9	21	34.4	36	59	5
FT3: The T&L of English through TBSRL is only accessible in urban schools.	3	4.9	3	4.9	10	16.4	14	23	31	50.8	5
FT4: TBSRL of English is natural because students today are technology-literate and they can competently self-learn to use technology.	0	0	2	3.3	6	9.8	24	39.3	29	47.5	5
FT5: Teachers are competent enough to implement TBSRL in the T&L of English.	1	1.6	2	3.3	11	18	14	23	33	54.1	5

FT6: TBSRL can competently assist students to be independent and creative ESL learners.	0	0	0	0	3	4.9	18	29.5	40	65.6	5
FT7: TBSRL is motivational to both teachers and students as it makes the T&L of English fun, economical and sustainable.	0	0	0	0	6	9.8	19	31.1	36	59	5
FT8: TBSRL offers a personalised, independent and flexible T&L of English which can motivate teachers and students alike.	0	0	0	0	7	11.5	15	24.6	39	63.9	5
FT9: TBSRL motivates my students and I to explore and creatively participate in the T&L of English.	0	0	1	1.6	5	8.2	17	27.9	38	62.3	5

Firstly, it can be seen that a majority of the respondents agreed that TBSRL can actually be easily accessed through ready-made English T&L materials online (An et al. 2021). This may refer to online educational resources such as worksheets, video clips, audios that are printable, shareable and can be accessed by a huge crowd regardless. A total of 88.6% (63.9% strongly agree and 24.6% agree in item FT1) Labuan ESL teachers suggests that by having access to the Internet, TBSRL can be implemented with ease. Plus, this is further clarified by 82% (59% strongly agree and 23% agree in item FT2) of the total respondents agreeing that TBSRL is accessible by having digital gadgets like smartphones, computers, tablets and many more which can connect to the Internet. Finally, there is the matter of urban versus rural schools. Actually, this matter was looked into as this would directly impact the accessibility to TBSRL considering that geographical factors such as place, weather, and terrains do affect resources in different parts of the country. 73.8% (50.8% strongly agree and 23% agree in item FT3) of the teachers agree that TBSRL can be affected when one looks into the matter of urban versus rural schools. It seems like the difference between rural and urban schools can affect the accessibility of TBSRL. A thorough explanation on this matter will be justified in the discussion part.

Next, the factor of competency in this part of the research revolved around how flexible both teachers and students in handling TBSRL in monitoring their T&L processes of English. Just like the other separated parts of this section of the online questionnaire, this particular part had also occupied the label of FT4 until FT6. The implementation of TBSRL can be considered as something natural as students of today's world would casually and unconsciously self-learn the language of technology which is, when they indulge themselves in their electronic gadgets English (An et al., 2021; Bains et al., 2022; Dewie et al., 2021). This

was justified when 86.8% (47.5% strongly agree and 39.9% agree in item FT4) of total respondents agree that TBSRL is in fact, something natural because children today are technology-literate and they self-learn many things, even the English language itself. It shows that students can be perceived to be competent in picking up the learning of English through TBSRL. As for the other side of the coin though, 77.1% (54.1% strongly agree and 23% agree in item FT5) of total teachers agree that teachers are competent enough in delivering the T&L of English through the use of TBSRL. This shows that teachers are confident with their competency in using technology to provide a suitable and effective SRL of English among students. Finally, teachers also agree that TBSRL would have the ability to competently promote creative and independent learning of English among ESL learners. This can be seen when a whopping 95.1% (65.6% strongly agree and 29.5% agree in item FT6) of respondents approve that TBSRL could in fact, endorse independent and creative learning of the English language.

The final factor that would influence TBSRL in the T&L of the English would be motivation. There was not a specific method used in this research to measure motivation but perhaps the perception set by teachers could more or less represent what motivation can bring to the table. Notwithstanding, motivation plays an imperative role in ones learning especially when it involves TBSRL. Based on the table above, it is clear that majority of the respondents agree with how TBSRL is economical and sustainable. This matter led to how teachers believe TBSRL to be motivational not just to themselves, but for fellow students too. The result shows that 90.1% (59% strongly agree and 31.1% agree in item FT7) of total respondents approved to such a statement. Additionally, 88.5% (63.9% strongly agree and 24.6% agree in item FT8) of total respondents also agree that TBSRL offers a more personalised, independent and flexible T&L experiences of the English language which could motivate both teachers and students alike to experience a more effective T&L of the English language. Last but not least, 90.2% (62.3% strongly agree and 27.9% agree in item FT9) of respondents believe that their motivation to participate and creatively learn the English language can be achieved through the implementation of TBSRL.

What are Labuan ESL teachers' level of willingness to use TBSRL in their T&L practise of English?

The total item allocated for this particular question is four. They are labelled as WT1 until WT4. The data on this part appears to be a little more interesting compared to the earlier two because the modal score differs from each other. As seen in the table below, the mode for both WT1 and WT2 items are 5, but as for WT3 and WT4, they are 4 and 2 respectively.

Table 4

Labuan ESL Teachers' Level of Willingness to Use TBSRL in their T&L practise of English

Item No. & Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mode
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	
WT1: I am willing to use Technology-Based Self-Regulated Learning (TBSRL) as a part of my English T&L practises.	0	0	2	3.3	11	18	20	32.8	28	45.9	5
WT2: I will consider the use of TBSRL as a part of my English T&L in the future.	0	0	0	0	8	13.1	24	39.3	29	47.5	5
WT3: I understand the significance of TBSRL and am willing to apply it in my T&L but I lack skill and pedagogical knowledge about it.	1	1.6	4	6.6	17	27.9	23	37.7	16	26.2	4
WT4: I do not think TBSRL is an important factor in my T&L practises of English, therefore I am unwilling to use it.	11	18	20	32.8	19	31.1	5	8.2	6	9.8	2

If looked closely, 78.7% (32.8% strongly agree and 45.9% agree in item WT1) of Labuan ESL teachers agree that they have in fact, been using TBSRL in their T&L practises. Plus, majority of them also expresses a good level of willingness when they agree to the same statement of using TBSRL in their T&L processes of English. Besides that, they also agree that when given the opportunity and space to apply TBSRL in their future T&L practices, they would agree with it. This is clarified with 86.8% (47.5 strongly agree and 39.3% agree in item WT2) of total respondents agreeing to consider and perhaps integrate TBSRL in their career. Nevertheless, when asked whether they have a deep understanding of TBSRL or not, 63.9% (37.7% strongly agree and 26.2% agree in item WT3) of them agree to be lacking the necessary pedagogical knowledge and skills to implement it in their T&L of English. Given the fact that these respondents understand the significance of TBSRL and are willing to apply it, they are deemed to be needing a particular module or reference on how to properly apply it in their T&L of English routines. Finally, when respondents were directly asked to think about the importance of TBSRL and their utter unwillingness to use it, 50.8% (18% strongly disagree and 32.8% disagree in item WT4) of them disagree and 31.1% are in the neutral side. This would further support of the previous item which is WT3 where teachers are actually only on the tip of the

iceberg when it comes to critical understanding and necessary skills to implement TBSRL in their T&L practises of the English language.

All in all, based on the response for each item in this part of the online questionnaire, respondents show a good level of willingness to accept and use TBSRL in their T&L processes of English. However, a more thorough discussion on the matter will be presented in the discussion part.

Discussion

Labuan ESL Teachers' Perception on The Factors Affecting TBSRL in the T&L of English Accessibility

The first factor is the accessibility to using TBSRL in the T&L of the English language. One of the items in this factor was talking about how the resources to addressing the TBSRL approach can be easily accessed through ready-made English T&L materials online. A vast majority of respondents strongly agree that TBSRL is in fact accessible when both teachers and students can go online and search for related T&L materials of the English language. Other than that, it was cited as well that ready-made materials through various online platforms can give access to TBSRL whether it was done directly as a classroom activity or otherwise (Khan et al., 2021; Li, 2021). For example, during the pandemic, many teachers and students conduct their T&L processes through online platforms such as WhatsApp, Telegram, YouTube, Google Classroom, Zoom meetings and many more (Zainuddin & Yunus, 2022). The usage of Google search, Google Drive, YouTube video sharing and lots more serves as a phenomenal pool for ready-made materials that can be accessed and used in the T&L of the English language.

Additionally, to see this particular matter differently, it could also mean that when there are not any ready-made English T&L materials online, TBSRL can be difficult to access. This is arguably true if such a matter was linked to the absence of the usage of technology and search for suitable materials for the purposes of English T&L processes. Based on research done by Hafifah (2020); Rahayu & Wirza (2020); Rice & Ortiz (2020), the absence of the access to technology such as the Internet connection, necessary gadgets and users' incompetency hinders the T&L of any targeted subject. Since the implementation of TBSRL requires the direct usage of technology, having difficulties in accessing technology itself leads to unsuccessful usage of the approach as well. This is also consistent with findings from Aini et al (2020); Taimur et al (2021) when the pandemic first hit the shore of many countries where schools and education were then impaired from continuing normally. Plus, many resources and materials were not readily available online and that had made the TBSRL to be such an infamous approach to be used in the T&L of English. However, as time progressed and more materials were put up online by many generous and responsible educational stakeholders, TBSRL has slowly becoming one of the most significant approaches in today's education (An et al., 2021).

On a different note, the accessibility to TBSRL is also seen through the possession of technological devices among teachers. To ensure that TBSRL is accessible and can be used significantly effective in class, Labuan ESL teachers strongly agree that technological gadgets such as laptops, smartphones and tablets are completely necessary. This finding is also parallel to Yazici & Özerbaş (2021) technological devices that can access the Internet and many other features can uplift, transform and open doorways to many forms of T&L experiences be it from the teacher or students' ends. Subsequently, TBSRL can also be a part of that and knowing that it can be easily accessible thoroughly when digital devices are paired with ready-made materials online, presents an even more convenient and significant

approach to be used, particularly in the T&L of the English language in this research (Li, 2021; Puntularb et al., 2021).

Following the last item included in the factor of accessibility, Labuan ESL teachers agree that TBSRL can only be accessed in urban schools. There is a juxtaposition where urban schools are seen equal to having good access to TBSRL while it is otherwise in rural schools since the implementation of technology in the T&L of English in these schools differs on many levels. As elaborated earlier, TBSRL is persistent with the integration of technology particularly the Internet and digital devices (An et al., 2021). These two elements can be quite limited if such a school is in the rural area where the access to even good roads, electricity and let alone the Internet is scarce. TBSRL by nature relies tremendously in modern resources such as ready-made online materials, printable softcopies, sharable audios and videos which can be viewed over and over again, and so many more. In addition to that, even education itself is actually still seen as something not very important in the rural areas as most parents encourage their children to work as laborers and make money as soon as possible, not pursuing any form of higher education (Rupiwin & Shah, 2021). So, teachers stationed in rural areas would definitely have an extremely hard time to teach students and what more implement TBSRL in their T&L of English. This is because of the poor access to the Internet and also perhaps students having no digital devices to access TBSRL. In the end, it depends solely on the teacher whether such an approach is suitable to be used in their school or not. In this research however, where it was conducted in Labuan, most ESL teachers are able to reflect that such an approach could and would thrive in urban area schools as most of the population would have access to the essentials of TBSRL but agreed that it will be otherwise in rural areas.

Competency

The first element within the factor of competency when it comes to the implementation of TBSRL is how teachers could see that TBSRL can be easier on the students' ends. When such a thing is possible, then the usage of TBSRL can only be more significant and beneficial to teachers. Considering and also assuming that the primary and secondary students in Labuan belong in the age group of seven to sixteen years old, means that they also belong to Generation Z. This particular generation is born with technology in their hands, and they are practically technology-literate (Dewie et al., 2021; Fitriyah & Jannah, 2021; Li & Yu, 2022). This means that these students can competently yet naturally self-learn the usage of digital devices and technology altogether whether it is within a classroom context or otherwise. Notwithstanding the fact that this is just a generic statement, teachers having more or less of such knowledge about their clients can indicate that they reflect on which approach best suit the students. TBSRL by implementation requires the direct integration of technology and students' self-regulated learning behaviour (An et al., 2021). Labuan ESL teachers perceive that TBSRL can actually address students' competency in using technology and perhaps apply that into their T&L practises of the English language. This further strengthens their belief that TBSRL can become an effective and significant approach to the T&L of the English language in today's education.

On the other hand, the factor of competency also lies within the teachers themselves. The question is are the teachers competent enough to implement TBSRL in the T&L of English? Majority of respondents agree that they are competent enough to do it. This shows that they have a good command in using technology in their T&L practises while also at the same time, tapping into students' self-regulated learning elements that provide a more independent and

creative experience in the T&L processes. However, this finding is contradicting to Aini et al (2020); Lukas & Yunus (2021); Taimur et al (2021) when they reported that teachers have a lack of ICT skills in their T&L practises which directly impacted their performance in their career especially during the circuit break or the pandemic. Perhaps this is due to the fact that there were not any similar conditions faced where the direct usage of technology was as profound as during the pandemic. Noting as well that this research takes place in the early state of post-pandemic, could also possibly mean that respondents have already begun to feel at ease or normalizing the overall implementation of technology in their T&L practises of English. Their daily practises of doing virtual classes, sharing online materials and using applications during the pandemic have trained them to becoming competent in providing a more TBSRL-driven English T&L experiences.

Finally, the factor of competency is seen through how the T&L of the English language is transformed creatively and independently through the approach of TBSRL. It was argued by Calligaro & Bandura (n.d.) that one of the best forms of learning is through self-discovery, independent and creative learning. The English language subject is also no exception when such learning forms can be triggered through TBSRL. A few elements of TBSRL actually revolves around how students must evaluate, reflect and foresee what they learn while at the same time, use technology to aid in their learning processes (An et al., 2021; Bains et al., n.d.; Zimmerman, 1990). This promotes them to becoming critical, creative and independent learners altogether. In conjunction to that, majority of respondents agree that TBSRL can competently promote students to be effective ESL learners. As discussed earlier too, when students and teachers are competent enough to handle TBSRL in the T&L of the English language, then the results can be a form of synergy of enhanced form of T&L experiences. However, when one of these elements of competencies fall, then it could also mean that the TBSRL approach can be a struggle to maintain.

Motivation

The final factor that affects the T&L of English through TBSRL is motivation. According to Bénabou & Tirole (2003), there are two types of motivation and they are intrinsic and also extrinsic motivation. If looked closely into the concept of TBSRL, the type of motivation that can be said more dominantly applied would be the intrinsic motivation. Intrinsic motivation is a self-driven motivation that comes from within an individual due to personal reasons and goals. At most time, a self-regulated kind of learning would associate itself with intrinsic motivation but in the case of TBSRL where technology is integrated, the elements of extrinsic motivation can also be touched and utilised to enhanced the T&L processes of any targeted subject. Extrinsic motivation refers to the kind of motivation that is triggered by outer surroundings and environment. Regardless, the TBSRL offers to invest in both kinds of motivation for whatever reasons it may apply, but keep in mind that both may vary accordingly to each person. Hence, it would be safer to refer the term motivation as the general form it may carry, moving on with this discussion.

The first thing about motivation in this research is how TBSRL is motivational to both teachers and students as the T&L of the English language can be valued as fun, economical and sustainable through such an approach. The integration of technology in TBSRL can attract and motivate students to participate more in the lesson. As what was mentioned in the earlier discussion, young children today are technology-literate and they can handle themselves using most technologies, given the right guidance and practise of doing so (Dewie et al., 2021; Fitriyah & Jannah, 2021; Li & Yu, 2022). With the inserted elements of technology in their T&L

experiences of English, students are more motivated to learn and participate in the lesson because their learning has been inculcated into something that they know and have interest to do; which is technology. For example, a lot of students nowadays have their own social media accounts and their own devices so, using what they already have and convert that to educational advantages is certainly nothing but an understatement. Some examples of TBSRL may include students being given a speaking assignment through producing a TikTok video, a writing assignment by producing a narrative text like captions using a series of pictures through Instagram, watching a documentary on YouTube, learning grammar rules through Quizzes, Blooket, WordWall and many more. From having to do all these kinds of activities, students subconsciously or otherwise tapped into TBSRL and participate in the T&L of English (Kulusakli, 2022). Labuan ESL teachers believe that these elements of technology and fun-learning are essential for effective T&L experiences, and that it could be achieved through TBSRL. Other than that, respondents also agree that TBSRL is economical because a pool of information, materials and resources are stored online, and students can access them anytime for revision, homework and other purposes. Therefore, teachers and students alike both could benefit and be motivated through the TBSRL.

Speaking of motivation as well, Labuan ESL teachers also agree that TBSRL offers a personalised and flexible T&L of the English language. Motivation to each and every individual is different hence, calling for differentiated method to be more significant in a T&L process. According to An et al (2021); Karatas & Arpaci (2021), it seems like TBSRL gives students and teachers the opportunity to arrange and select what they want in the T&L processes of English. By doing so, clients are given more flexibility in terms of how they manage the flow and content of the lesson through their own time management and perhaps, comfort. When such a T&L necessity is achieved, motivation can occur and strengthen the whole process. For example, when a certain assignment is given by using the TBSRL approach, teachers and students are given the space and creativity to complete the task on their expenses. Plus, students can use google search, online dictionaries, YouTube videos, WhatsApp call, Telegram video call meetings and many more to search and share information and complete their tasks (Kulusakli, 2022). Meanwhile, teachers can utilise different platforms such as Google Classroom, Google Drive, Quizzes, Padlet and many to assess and provide a space for the T&L of English to happen. Therefore, Labuan ESL teachers agree that motivation is a factor that should be considered if one decides to use TBSRL in their T&L of English.

Finally, motivation can also affect the T&L of English through TBSRL when teachers and students are given the chance to explore and creatively participate in the whole process. For many instances, the T&L of English occurs one-sidedly when teachers just teach and give exercises to assess while students just listen and complete the given classroom exercises. However, the TBSRL approach is interactive, ongoing and at times, requires more than just a normal classroom context activity. The question is, how motivated are the clients when using TBSRL? According to this research, Labuan ESL teachers agree that TBSRL can motivate them and their students to becoming better clients for education. As Bénabou & Tirole (2003); Lim & Yeo (2021); Ushioda (2017) reported, motivation is a key aspect to reaching a successful T&L outcome be it in any form of subjects, space and time. Labuan ESL teachers must have been using TBSRL to make their lessons more interesting and fun, hence calling them to explore and use any kinds of platforms and technology to enhance not just their motivation, but the students' as well. During the COVID-19 pandemic, a lot of T&L experiences were done virtually and the usage of TBSRL took place within a long period of time (Li & Yu, 2022). Furthermore, teachers had to use more than one or two platforms in their T&L processes of

English to maintain students' motivation to learn and excel. TBSRL considers and had already identified motivation to be a factor that might have affected these clients to choose this approach from the beginning, whether it is consciously or otherwise.

Labuan ESL Teachers' Level of Willingness to use TBSRL in their T&L practise of English

The teachers' level of willingness to adapt and use TBSRL in their T&L processes of English was defined through this survey. Most of the respondents agree that TBSRL is indeed a great way to address English learning through the integration of technology and students' own effort. Perhaps, one of the reasons was as forecasted by Iran-Nejad and Chissom (1992) when they claimed that students could learn consciously and otherwise through the exposure of the language whether that situation is within a classroom environment or in other situations. Respondents clarified that their usage of TBSRL has actually been in use for a lot of the times during the pandemic and post-pandemic, which entails situations outside of the classroom, somewhere in between, and also otherwise. Furthermore, they also added that they are willing to use TBSRL as a part of their T&L approaches in the future because of how timely it is with the advancement of technology and students' self-regulated learning whether it is within a classroom context or otherwise.

Although respondents believe that TBSRL is significant and are willing to apply it in their T&L processes of the English language, a small percentage of them have exerted a lack of deep knowledge and skills on how to apply it in their classroom. In item WT3 with the statement of "I understand the significance of TBSRL and am willing to apply it in my T&L but I lack skill and pedagogical knowledge about it" has garnered a modal score of 4 which means respondents majority agree to it. There seems to be a need for modules and proper guidelines on how to exactly implement such an approach in a classroom setting. Besides, teachers justified that learning online is actually a part of the TBSRL because there were not any other available choices during the pandemic (Taimur et al., 2021; Yildiz, 2021). This is also consistent with the findings by Bains et al (2022); Hanif (2020); Urbina et al (2021) where most of the T&L that happened virtually had limited teachers' direct support or guidance, so students had to depend a lot on their own ways to learn the English language. The question of whether their learning is successful or not depends solely on their motivation, learning conduciveness, accessibility and other factors.

Additionally, the data also implied that the usage of technology and students self-regulated learning would fulfil the 'required' criteria of a TBSRL approach. Respondents claimed that TBSRL is the very processes they used for teaching during the pandemic and is a natural thing indeed. However, there was not any indication whether their ways of implementing the TBSRL was effective and that it adds on to students' overall learning or not (Urbina et al., 2021). The absence of references based on assessments and results to show TBSRL was a success says that to a certain extent, this can be true but not entirely as there are still some respondents who believe that TBSRL is not important. If looked closely in item WT4 in Table 4, with the statement of "I do not think TBSRL is an important factor in my T&L practises of English, therefore I am unwilling to use it," there are a few respondents who agree that TBSRL is insignificant and serves as something unnecessary in the T&L of the English language. The total advocate for such a cause stand at 18% (9.8% strongly agree and 8.2% agree in item WT4).

All in all, according to Table 4, the data revealed that majority of Labuan ESL teachers are for with the idea of using TBSRL in their T&L practises of English. They have displayed a positive mindset that entails a high level of willingness to apply TBSRL in their T&L practises

of English. Some of the key features worth mentioning would be how teachers have actually been having a rough idea on what is TBSRL and have been applying it in their T&L practises the whole time. Other things include how much teachers agree that TBSRL is a great way to teach English without spoon-feeding students into everything that they need to learn. Nonetheless, teachers are still wondering whether there are actual pedagogical ways on implementing TBSRL in their T&L practises, since they believe that what they have been doing are only considered to be the 'natural' way of T&L during the pandemic and post-pandemic. This denoted that teachers are curious and could lead to greater research and discovery on similar and complementary topics.

Conclusion

This research aimed to grasp an understanding of the TBSRL approach in the T&L of English. ESL teacher in the Federal Territory of Labuan, Malaysia had become the respondents for this research. In order to present a form of perception Labuan ESL teachers have on TBSRL, two research questions were designed and explored in this research. The first research question revolved around the exploration of details on the factors that affect TBSRL in the T&L of English. In short, there were three factors affecting TBSRL in the T&L of English and they are (1) accessibility, (2) competency and (3) motivation. For the factor of accessibility, this research reveals that online resources, digital devices and school areas depicted the level of accessibility TBSRL can have on its clients. As for the factor of competency, students of Generation Z would not have much difficulties maneuvering themselves into the usage of technological devices as they are basically technology-literate. Apart from that, respondents' competency in applying ICT skills into their T&L routines had also been practised and improved during the pandemic period. As a result, respondents now believe that TBSRL is actually an approach that is doable both in the present time and in the future. Finally, the factor of motivation was mainly about the flexibility of the T&L processes of English through TBSRL, personalised and fun T&L experiences while indulging into TBSRL, and how TBSRL was economical yet sustainable to both teachers and students alike.

The second research question was about the level of willingness to apply TBSRL in the T&L of the English language. Based on this research, it was concluded that respondents exerted a positive mindset that points out a high level of willingness to apply such an approach in their daily T&L routines. Most interestingly, respondents believe that they have actually been applying TBSRL subconsciously while teaching throughout the pandemic, and they think that this approach is a good way of providing both teachers and students the opportunity to practise and harness a lot of self-regulated learning on a daily basis. Nonetheless, this research has also revealed that the efficacy of TBSRL in terms of pedagogical knowledge, skills, feedback and assessment is still unproven. This might be some of the potential areas other researchers can tap into should they wish to carry on such a similar topic. To summarise, Labuan ESL teachers' perception on TBSRL in the T&L of English was defined as generally positive where they strongly agreed that such an approach was necessary due to its significance in today's education, and they are also willing to apply it as a daily T&L routine. Finally, they also understood that the three factors which were accessibility, competency and motivation played vital roles in ensuring TBSRL to be just as meaningful as other approaches in the T&L processes of English.

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