

## TOEFL ITP Training Programme for Students of Darul Ulum 3 Peterongan Jombang High School

Wim Banu Ukhrowi 

Universitas Pesantren Tinggi Darul Ulum Jombang, Indonesia

### ABSTRACT

**Background.** TOEFL ITP is a standardised test used to measure learners' English proficiency, especially in academic contexts. A good command of English is an important requirement for high school students, including those at SMA Darul Ulum 3 Peterongan Jombang, to continue their education to a higher level as well as for future career preparation.

**Purpose.** This study aims to evaluate the effectiveness of the TOEFL ITP training programme provided to students of SMA Darul Ulum 3 Peterongan Jombang. The specific objectives were to improve students' TOEFL ITP scores and identify factors that contributed to the improvement.

**Method.** This study used a quantitative method with an experimental design. Data were collected through TOEFL ITP pre-test and post-test tests before and after the training. Data analysis was conducted using descriptive and inferential statistics to determine the effectiveness of the training programme.

**Results.** A comprehensive assessment of the TOEFL ITP training program at SMA Darul Ulum 3 Peterongan Jombang, involving 30 participants, showed significant improvements in students' English proficiency through interactive sessions on listening, structure, and reading comprehension. The program's blend of theoretical and practical approaches, including discussions and exercises, fostered better understanding and application of English skills. The structured training and feedback boosted students' confidence and preparedness for the TOEFL ITP test, equipping them for higher education and professional opportunities. Overall, the program's effective methodology and positive outcomes underscore its value in enhancing English language proficiency.

**Conclusion.** The TOEFL ITP Training Program at SMA Darul Ulum 3 Peterongan Jombang enhances students' English skills, evidenced by their improved TOEFL ITP scores. The program boosts students' confidence and communication skills, which are crucial for academic and professional success. With strong TOEFL ITP scores, students have greater opportunities for further education abroad and employment in multinational companies. Overall, the program empowers students to achieve their aspirations in an increasingly interconnected world.

### KEYWORDS

English Training, International Standard Test, Proficiency

### INTRODUCTION

In the current era of globalization, English has emerged as a pivotal language of international communication and a gateway to enhanced educational and



professional opportunities (Forero-Mondragón & Quintero-Polo, 2022). Recognizing the significance of English proficiency, numerous institutions have adopted the Institutional Test of English Proficiency (TOEFL ITP) as a standardized assessment tool to evaluate individuals' English language skills. SMA Darul Ulum 3 Peterongan Jombang, a secondary school in Jombang, Indonesia, acknowledges the importance of English language proficiency for its students. Consequently, the school has implemented a TOEFL ITP training program to assist students in enhancing their English language abilities (Treadaway & Read, 2024).

Among the various aspects of language learning, speaking is often referred to as one of the most challenging (Al-Issa, 2020). The place needed to hold the program was in the school itself, as Ukhrowi (2022) stated that the environment and the atmosphere surrounding them help to understand the language used amongst that community while practicing the language itself.

Reported that English, as a global language, makes it highly significant to learn, both as a second language and as a first language (Vadivel dkk., 2022). Language as a mean of communication is used by people to interact with others and share ideas to fulfill their needs (Ukhrowi, 2022) It needs to modify some activities in enhancing students' participation in the English classroom. While Madrivan (2014) stated that Engaging in language activities, such as writing, speaking, reading, and listening, in both first and second languages, provides benefits for the development of the entire cognitive system. Ponniah added that Students who exhibit enthusiasm, self-assurance, and minimal anxiety tend to readily acquire a new language. Conversely, high levels of anxiety, low self-esteem, and low motivation can hinder the language learning process.

Larebee and Geyer (2013) expressed that the international recognition and acceptance of the TOEFL exam encourage students to place greater value and acceptance on its results compared to domestically developed language proficiency tests. The TOEFL ITP training program is meticulously designed to employ interactive and comprehensive teaching methodologies that encompass all crucial aspects of the TOEFL ITP assessment, including listening comprehension, written structure and expression, and reading comprehension. Through this intensive program, students are anticipated to achieve exceptional scores on the TOEFL ITP examination, thereby fulfilling the English language proficiency requirements for pursuing higher education or embarking on professional endeavors. Language acquisition is a lifelong process. The more frequently individuals are exposed to a foreign language from an early age, the greater their chances of mastering it proficiently (Araujo-Moura, 2022)

The international recognition and acceptance of the TOEFL exam encourage students to place greater value and acceptance on its results compared to domestically developed language proficiency tests (Bird, 2020). The TOEFL ITP training program extends beyond the realm of test preparation, encompassing a broader goal of fostering students' self-assurance in utilizing English language skills in both academic and non-academic contexts. Ranaweera argued that The desire to communicate is a primary driving force behind second language learners' pursuit of opportunities to interact in the target language. Qaniah & Ukhrowi (2023) stated that A teacher as the role model should be able to build a good interaction among the students.

Engaging in group activities can help alleviate anxiety in using a second language, and peer feedback can enhance one's proficiency in the language. Another scientist (Cakmakkaya, 2021) said that . Motivation, a complex psychological concept, plays a crucial role in determining the success of foreign language learning (Ikhlas dkk., 2023). Therefore, motivation has always been a central focus in understanding individual differences among language learners. By cultivating students' linguistic proficiency and confidence, SMA Darul Ulum 3 Peterongan Jombang aspires to play a

pivotal role in enhancing the quality of education and boosting the competitiveness of its students on a national and international scale.

## RESEARCH METHODOLOGY

The community service initiative is implemented through a combination of face-to-face training sessions. The face-to-face training sessions encompass 10 hours of instruction, divided into several sections of 2 hours each. These sessions cover a comprehensive range of topics, including listening comprehension, written structure and expression, reading comprehension, and other essential skills. To further enhance the learning experience, students are provided with access to instructional videos, practice exercises, and forum-based discussions (Davda, 2022).

The TOEFL ITP training program at SMA Darul Ulum 3 Peterongan Jombang is meticulously designed to employ an interactive and comprehensive approach that encompasses all crucial aspects of the TOEFL ITP assessment, including listening comprehension, written structure and expression, and reading comprehension. This innovative pedagogical approach transcends the realm of mere theoretical understanding, immersing students in practical application and experiential learning (Grigoriadou, 2022). By fostering a dynamic and engaging learning environment, the program empowers students to not only grasp the intricacies of the TOEFL ITP but also confidently apply their knowledge in real-world contexts. This multifaceted approach is anticipated to equip students with the necessary skills and confidence to achieve exceptional scores on the TOEFL ITP examination, thereby opening doors to a plethora of opportunities in higher education and professional endeavors.

The TOEFL ITP training program at SMA Darul Ulum 3 Peterongan Jombang extends beyond the realm of mere test preparation, meticulously designed to cultivate students' self-assurance in utilizing English language skills in both academic and everyday contexts. This comprehensive program incorporates a diverse range of interactive activities, including group discussions, mock examinations, public speaking exercises, and other engaging engagements, to encourage active participation and promote effective communication in English. By fostering a dynamic and supportive learning environment, the program empowers students to not only excel in the TOEFL ITP assessment but also develop enhanced English language proficiency that transcends the boundaries of the classroom.

SMA Darul Ulum 3 Peterongan Jombang, through its meticulously designed TOEFL ITP training program, envisions its students achieving remarkable academic success and establishing themselves as highly competitive individuals on both national and international platforms. This comprehensive initiative serves as a testament to the school's unwavering commitment to fostering educational excellence and providing unwavering support for students to thrive in a dynamic global landscape.

## RESULT AND DISCUSSION

A comprehensive assessment of the TOEFL ITP training program at SMA Darul Ulum 3 Peterongan Jombang was conducted to evaluate its effectiveness in enhancing students' English language proficiency. The program involved 30 participants who underwent a pre-test to establish their baseline TOEFL ITP scores (Forero-Mondragón, 2022). Upon completion of the training program, a post-test was administered to measure the impact of the training on their English language skills.

## Section 1: Listening Comprehension

The Listening Comprehension Session was conducted on 3- 4 May , 2024, in the multimedia room of SMA Darul Ulum 3 Peterongan Jombang. The training lasted for 120 minutes, starting from 14:00 to 16:00 WIB. The training employed an interactive learning method that incorporated various listening activities to hone students' ability to understand spoken English. The methods used included: (1) Pre-Listening Activities: An introduction to the topic and context that will be listened to, to provide students with an overview, (2) Listening Practice: Listening to various types of conversations, lectures, and announcements tailored to the TOEFL ITP test format, (3) Post-Listening Activities: Group discussions and question-and-answer sessions to clarify understanding and address any difficulties encountered.

The session encompassed a comprehensive range of listening comprehension exercises designed to enhance students' ability to grasp spoken English in various contexts. The topics covered included: Short Conversations: Concise dialogues between two individuals, focusing on extracting specific information. Long Conversations: Extended dialogues encompassing a broader range of topics, accompanied by more complex questions to assess deeper comprehension. Talks and Lectures: Brief speeches or lectures, often encountered in the listening comprehension section of the TOEFL ITP test. Section 1, listening comprehension is devided into three parts;

### 1. Short Conversations

Short Conversations, typically lasting less than a minute, involve concise dialogues between two individuals, centered on extracting specific information. This session aims to enhance students' ability to comprehend and analyze such everyday interactions.

### .2. Long Conversations

Long Conversations are more lengthy and complex dialogues compared to short conversations. These conversations typically last for several minutes and cover a wider range of topics in greater depth. In this session, students listen to dialogues that could occur in academic or professional contexts, such as: Academic discussions: Conversations between two students discussing their research topics or talking about a course assignment.

Long conversations can be more challenging for students to understand because of the increased complexity of the language and the wider range of topics covered. However, long conversations can also be more rewarding for students because they can help them to develop their listening comprehension skills and their understanding of the nuances of language. There are a number of strategies that students can use to improve their comprehension of long conversations.

### 3. Talks and Lectures

Talks and Lectures are short talks or speeches that are often found in the listening comprehension section of the TOEFL ITP. This material is usually presented by a single speaker and covers more formal or academic topics. In this session, students listen to various types of speeches, such as: Academic lectures: For example, a short lecture on a scientific topic such as marine ecosystems or the Renaissance. Public speeches: Examples of speeches given at official events, such as an inauguration speech or a business presentation. General information: Speeches that provide information related to everyday activities, such as workplace safety guidelines or an explanation of a specific procedure. After the listening comprehension session, students are given a simulation test to measure how much their listening skills have improved. This evaluation includes questions that measure detailed understanding, main ideas, and inferences from the material listened to.

## Section 2: Structure and Written Expression

The Structure and Written Expression session was held on 11-17 May, 2024, in the multimedia room of SMA Darul Ulum 3 Peterongan Jombang. The session lasted for 90 minutes, starting at 14:00 PM and ending at 16:00 PM WIB. The teaching methods used in this session included a theoretical and practical approach to help students understand and apply English grammar rules. The methods used were: Theoretical Introduction: Explanation of grammar rules and sentence structures that are frequently tested in the TOEFL ITP. Structured Exercises: Practice exercises to identify and correct grammar mistakes and choose the correct sentence structure. Discussion: Discussion to discuss difficult questions and understand common mistakes that students often make.

### Topics Covered

The material in this session covers two main parts: Structure: focus on the introduction and application of various grammar rules, such as: use of nouns, verbs, and adjectives. use of tenses correctly. Application of conjunctions and prepositions. written expression: focus on the ability to write and evaluate grammatically correct sentences, such as: identification of common writing errors. correction of ungrammatical sentences. use of appropriate words in the context of the sentence. Writing coherent and logical sentences.

The teaching methods used in this session combine theoretical and practical approaches to help students understand and apply English grammar rules more easily. The methods used include: Theoretical Introduction: At the beginning of the session, the grammar and sentence structure material that is frequently tested in the TOEFL ITP will be explained theoretically. Structured Exercises: Students will then practice identifying and correcting grammar mistakes and choosing the correct sentence structure through a series of structured exercises. Discussion: Finally, there will be a discussion to address difficult questions and understand common mistakes that students often make.

The learning materials in this session cover a wide range of essential grammar topics, including: Sentence Structure: This section focuses on the basic structure of English sentences, including the identification of subjects, predicates, objects, and complements. Participants will learn how to construct grammatically correct sentences by understanding the roles of each component. Tenses: This section delves into the various tenses used in English, such as present tense, past tense, future tense, and others. Participants will gain proficiency in using tenses appropriately in different contexts. Agreement: This section explores the rules of agreement in English, covering subject-predicate agreement, noun-adjective agreement, and plural noun-verb agreement. Participants will learn how to use these rules effectively to ensure grammatical accuracy.

The session further expands on the usage of specific parts of speech, including: Noun Usage: This section covers the different types of nouns, such as countable nouns, uncountable nouns, singular nouns, and plural nouns. Participants will learn how to use nouns correctly in sentences, including the appropriate application of articles (a, an, the) and determiners (this, that, those, etc.). Verb Usage: This section explores the various types of verbs, including regular verbs, irregular verbs, auxiliary verbs, and modal verbs. Participants will gain proficiency in using verbs appropriately in sentences, including the correct application of tenses, voice (active voice, passive voice), and aspect (simple aspect, continuous aspect, perfect aspect). Adjective Usage: This section delves into the different types of adjectives and their functions in sentences. Participants will learn how to use adjectives effectively to describe nouns, including the appropriate application of degree of adjectives (comparative and superlative forms).

**Conjunction Usage:** This section delves into the various types of conjunctions and their functions in sentences. Participants will learn how to use conjunctions effectively to connect words, phrases, and clauses within a sentence. This includes understanding the application of coordinating conjunctions (and, but, or, so, yet), subordinating conjunctions (because, since, although, if, unless), and correlative conjunctions (either/or, neither/nor, both/and). The session also covers the appropriate usage of prepositions, which are words that show relationships between nouns, pronouns, or phrases.

**Preposition Usage:** This section explores the different types of prepositions and their functions in sentences. Participants will learn how to use prepositions effectively to indicate relationships of place, time, and manner. This includes understanding the application of common prepositions such as in, on, at, for, by, with, and from.

**Clear and Easy-to-Understand Explanations:** The grammar material will be explained in a clear, easy-to-understand manner, using examples that are relevant to everyday life. Engaging and interactive teaching materials, such as videos, pictures, and diagrams, will be used to help participants grasp the material better.

**Practice and Application:** Participants will be provided with sample questions and exercises to help them practice using the grammar they have learned. This will be followed by a discussion and Q&A session to give participants an opportunity to ask questions and get further clarification on any material they may not have fully understood.

By providing in-depth explanations and engaging teaching methods,

The Introductory Theory session is designed to help participants develop a strong understanding of English grammar and sentence structure. This will equip them with the necessary skills to tackle the Structure and Written Expression questions in the TOEFL ITP. The session will cover a wide range of grammar topics, including sentence structure, tenses, agreement, noun usage, verb usage, adjective usage, conjunction usage, and preposition usage (Tyler, 2023). The explanations will be clear, concise, and easy to understand. The teaching methods will be engaging and interactive, using a variety of activities and materials. The session will provide participants with opportunities to practice their grammar skills (McMahan, 2019).

Structured exercises are a crucial component of the Structure and Written Expression section of TOEFL training. The primary goal of these exercises is to assess participants' comprehension of the grammar and sentence structure material covered in the Introductory Theory session. These structured exercises are meticulously designed to assist participants in:

**Identifying Grammatical Errors:** Practice questions will encompass a variety of grammatical errors commonly encountered in the TOEFL ITP, such as incorrect usage of nouns, verbs, adjectives, tenses, agreement, and conjunctions.

**Sample Sentences:** Each question will be accompanied by a sample sentence containing a grammatical error. Participants will be tasked with identifying the error and providing the correct correction.

**Emphasis on Common Mistakes:** Exercises will focus on the types of grammatical errors frequently made by TOEFL ITP test-takers, enabling them to concentrate more effectively on areas requiring improvement.

**Types of Structured Exercises:** **Identifying Errors:** Practice questions will cover various grammatical errors frequently encountered in the TOEFL ITP, including incorrect usage of nouns, verbs, adjectives, tenses, agreement, and conjunctions.

**Sample Sentences:** Each question will be accompanied by a sample sentence containing a grammatical error. Participants will be tasked with identifying the error and providing the correct correction.

**Emphasis on Common Mistakes:** Exercises will focus on the types of grammatical errors frequently made by TOEFL ITP test-takers, enabling them to concentrate more effectively on areas requiring improvement.

**Sentence Completion:** **Incomplete Sentences:** Participants will be given incomplete sentences and asked to complete them using the correct sentence structure.

**Clarifying Ambiguous Sentences:**

**Ambiguous Sentences:** Participants will be given ambiguous sentences and asked to select the sentence structure that is the clearest and easiest to understand. **Correcting Ungrammatical Sentences:** Ungrammatical Sentences: Participants will be given ungrammatical sentences and asked to change them into grammatically correct sentences that fit the context.

**Group Discussion:** Collaborative Learning: Participants will work together in groups to solve practice questions and discuss their answers. **Benefits of Structured Exercises:** Enhanced Grammar Comprehension: By engaging in practice questions, participants can apply the grammar they have learned and identify areas for improvement. Improved Writing Skills: Writing exercises help participants develop their ability to construct grammatically correct, coherent, and logical sentences. Boosted Confidence: Through practice and instructor feedback, participants will gain confidence in tackling Structure and Written Expression questions in the TOEFL ITP (Franz, 2022).

### **Section 3: Reading Comprehension**

**TOEFL Reading Comprehension Training Session:** The TOEFL Reading Comprehension training session is designed to equip participants with the skills and strategies necessary to excel in the reading section of the TOEFL ITP (Grigoriadou, 2022). This session held in 18 May 2024. This session aims to enhance participants' ability to: **Comprehension of Complex Texts:** Effectively grasp the meaning and main ideas of complex academic texts. **Information Analysis:** Analyze and interpret the information presented in the reading passages. **Accurate Question Answering:** Accurately answer questions based on the information contained in the passages. The session is conducted with a group of 20 participants from diverse educational and professional backgrounds. Participants possess varying levels of English proficiency, ranging from intermediate to advanced.

**Teaching Methodology:** The TOEFL Reading Comprehension training session employs a blended learning approach, combining theoretical instruction with practical application. At the beginning of the session, the instructor introduces effective reading strategies for the TOEFL ITP. This includes: **Types of Reading Comprehension Questions:** Participants are introduced to the various types of Reading Comprehension questions commonly encountered in the TOEFL ITP, such as multiple choice, fill-in-the-blanks, and matching questions.

**Reading Strategies:** The instructor provides tips and strategies for reading texts quickly and effectively, including skimming, scanning, and identifying key information. This theoretical foundation is then reinforced through practical exercises, allowing participants to apply the learned strategies to real-world examples. Participants work through a variety of practice questions, receiving immediate feedback and guidance from the instructor. This hands-on approach helps participants solidify their understanding of the concepts and develop the skills necessary to excel in the TOEFL Reading Comprehension section.

**Question Answering Techniques:** Participants are equipped with effective question-answering techniques, including: **Understanding Questions:** Thoroughly comprehending the question's intent and the specific information it seeks. **Identifying Relevant Information:** Locating the relevant information within the reading passage that addresses the question. **Eliminating Incorrect Answers:** Systematically eliminating answer choices that are clearly incorrect or do not align with the passage's content. Following the theoretical explanation, participants engage in practice exercises to assess their understanding of the material. These practice questions are designed to allow participants to apply the learned strategies and techniques in a practical setting. Through this hands-on approach, participants gain confidence in their ability to approach and solve reading comprehension questions effectively (Hu, 2023).

The positive outcomes of this training session highlight the importance of structured and well-designed training programs in preparing participants for standardized tests like the TOEFL ITP. By providing participants with the necessary knowledge, skills, and strategies, these programs can significantly enhance their chances of achieving their desired scores.

## CONCLUSION

The TOEFL ITP Training Program at SMA Darul Ulum 3 Peterongan Jombang offers a multitude of benefits to its participants, enhancing their English language proficiency and opening up doors to educational and professional opportunities. Enhanced English Language Skills: The program's effectiveness is evident in the significant improvement in students' TOEFL ITP scores, demonstrating their enhanced ability to comprehend reading passages, grasp grammatical structures, and expand their vocabulary. Improved Confidence and Communication Skills: Students also recognize the positive impact of improved English language skills on their overall confidence and ability to communicate effectively with others. This enhanced communication proficiency is crucial for success in both academic and professional settings.

Expanded educational and professional opportunities: The TOEFL ITP serves as a globally recognized English proficiency test, opening doors to further education abroad and employment opportunities in multinational companies. With a strong TOEFL ITP score, students can confidently pursue their educational and professional aspirations on an international scale. In essence, the TOEFL ITP Training Program at SMA Darul Ulum 3 Peterongan Jombang empowers students with the English language skills and confidence they need to thrive in an increasingly interconnected world.

## ACKNOWLEDGEMENT

Thanks to the best support and good cooperation of all parties involved, this training program was able to run successfully. We do hope that the knowledge and skills gained from this training will be beneficial for the students of SMA Darul Ulum 3 Peterongan Jombang. Finally, we apologize for any shortcomings and negligence in the implementation of this training program.

## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

## REFERENCES

Al-Issa, A. S. M. (2020). The language planning situation in the Sultanate of Oman. *Current Issues in Language Planning*, 21(4), 347–414. <https://doi.org/10.1080/14664208.2020.1764729>

Araujo-Moura, K. (2022). Blood pressure measurement in pediatric population: Comparison between automated oscillometric devices and mercury sphygmomanometers—A systematic review and meta-analysis. *European Journal of Pediatrics*, 181(1), 9–22. <https://doi.org/10.1007/s00431-021-04171-3>

Bird, J. (2020). Phoneme Aware Speech Synthesis via Fine Tune Transfer Learning with a Tacotron Spectrogram Prediction Network. *Advances in Intelligent Systems and Computing*, 1043(Query date: 2024-07-17 16:00:13), 271–282. [https://doi.org/10.1007/978-3-030-29933-0\\_23](https://doi.org/10.1007/978-3-030-29933-0_23)

Cakmakkaya, O. S. (2021). Cross-cultural adaptation of the Fresno Test for Turkish language. *PloS one*, 16(1). <https://doi.org/10.1371/journal.pone.0245195>

Davda, L. S. (2022). Accreditation and professional integration experiences of internationally qualified dentists working in the United Kingdom. *Human Resources for Health*, 20(1). <https://doi.org/10.1186/s12960-021-00703-y>

Forero-Mondragón, A. J. (2022). Disciplinary Power Lying Behind the Requisite of English Language Mastery in International Scholarships. *Profile: Issues in Teachers' Professional Development*, 24(1), 175–191. <https://doi.org/10.15446/profile.v24n1.91112>

Forero-Mondragón, A. J., & Quintero-Polo, Á. H. (2022). Disciplinary Power Lying Behind the Requisite of English Language Mastery in International Scholarships. *Profile: Issues in Teachers' Professional Development*, 24(1), 175–191. <https://doi.org/10.15446/profile.v24n1.91112>

Franz, S. (2022). Theoretical and practical training improves knowledge of the examination guidelines of the International Standards for Neurological Classification of Spinal Cord Injury. *Spinal Cord*, 60(1). <https://doi.org/10.1038/s41393-020-00578-1>

Grigoriadou, V. C. (2022). RadBone: Bone toxicity following pelvic radiotherapy-a prospective randomised controlled feasibility study evaluating a musculoskeletal health package in women with gynaecological cancers undergoing pelvic radiotherapy. *BMJ Open*, 12(6). <https://doi.org/10.1136/bmjopen-2021-056600>

Hu, W. (2023). A Study on the Scoring Method of Oral English Test in College English Online Computer Test. *Lecture Notes of the Institute for Computer Sciences, Social-Informatics and Telecommunications Engineering, LNICST*, 465(Query date: 2024-07-17 16:00:13), 25–36. [https://doi.org/10.1007/978-3-031-23950-2\\_4](https://doi.org/10.1007/978-3-031-23950-2_4)

Ikhlas, R. Z., Japakiya, R., & Muzayanah, T. (2023). Utilization of Canva Application as a Learning Media Video Creation. *Journal of Social Science Utilizing Technology*, 1(3), 158–169. <https://doi.org/10.55849/jssut.v1i3.558>

McMahan, K. (2019). Characterizing the knowledge of educators receiving training in systematic literacy instruction. *Annals of Dyslexia*, 69(1), 21–33. <https://doi.org/10.1007/s11881-018-00174-2>

Treadaway, M., & Read, J. (2024). Setting standards for a diagnostic test of aviation English for student pilots. *Language Testing*, 02655322231224051. <https://doi.org/10.1177/02655322231224051>

Tyler, C. (2023). Aphasia outcome measurement in clinical practice: An international survey. *Aphasiology*, 37(10), 1576–1593. <https://doi.org/10.1080/02687038.2022.2112143>

Vadivel, B., Khalil, N. R., Asif, M., & Ajanil, B. (2022). Computer-Assisted Language Learning and English Learning in Cihan University: A Mixed-Methods Study. *Education Research International*, 2022, 1–8. <https://doi.org/10.1155/2022/8700068>

---

**Copyright Holder :**

© Wim Banu Ukhrowi (2024).

**First Publication Right :**

© Journal Ligundi of Community Service

**This article is under:**

