

Emerging English Teaching Strategies Utilization and English Language Proficiency among First-Year College Students of the University of Perpetual Help System DALTA–Calamba Campus

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Date Submitted:
March 25, 2026

Date Accepted:
May 11, 2026

Date Published:
July 25, 2026

DOI:
10.5281/zenodo.21543947

ABSTRACT

English language proficiency is essential to academic participation, employability, and communication in increasingly globalized educational and professional environments. This study investigated the utilization of emerging English teaching strategies and their relationship with the English language proficiency of first-year college students at the University of Perpetual Help System DALTA–Calamba Campus. A quantitative descriptive-correlational design was used. The participants were 134 first-year students selected through stratified random sampling and five Purposive Communication teachers selected purposively. Data were obtained through a validated researcher-adapted questionnaire covering Communicative Language Teaching, Task-Based Language Teaching, Content-Based Language Teaching, Technology-Enhanced Language Learning, Multilingual Education, and Project-Based

Learning, together with institutional Test of English for International Communication scores. Frequency, percentage, weighted mean, standard deviation, independent-samples t-test, and Pearson product-moment correlation were employed. All six strategies were utilized, with Content-Based Language Teaching obtaining the highest composite mean (3.18) and Communicative Language Teaching the lowest (2.97). The students achieved a reported mean TOEIC score of 884, interpreted as Advanced Working Proficiency. Teachers and students did not differ significantly in their assessments of strategy utilization. Significant positive relationships were found between each strategy and English language proficiency ($r = .239-.469$, $p < .05$). The findings indicate that consistent use of learner-centered, contextualized, technology-supported, multilingual, and project-based approaches is associated with stronger English proficiency. Continued pedagogical integration, differentiated language support, and an institutional enhancement program are recommended.

Keywords: *English language proficiency, emerging English teaching strategies, communicative language teaching, technology-enhanced language learning, TOEIC, higher education*

INTRODUCTION

English language proficiency is a central requirement for success in higher education, professional work, and cross-cultural communication. English is widely used in Philippine tertiary education as a medium for instruction, academic writing, assessment, and professional preparation. Its global role also makes proficiency relevant to employment and international participation (Rao, 2019). For Filipino learners, the ability to understand

and use English remains closely connected to academic access and future occupational opportunities (Parangan & Buslon, 2020).

First-year college students face a particularly important transition because they must adjust to the linguistic demands of tertiary coursework while developing confidence in formal speaking, reading, listening, and writing. Differences in prior exposure, educational background, and affective factors can produce uneven proficiency even when English has been used throughout basic education. This situation requires instructional approaches that provide meaningful practice, clear scaffolding, and opportunities to use language for authentic academic and social purposes.

Contemporary English instruction has therefore shifted from predominantly teacher-centered and grammar-focused practices toward learner-centered strategies that emphasize interaction, purposeful tasks, disciplinary content, digital tools, multilingual resources, and authentic projects. The approaches examined in this study were Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Content-Based Language Teaching (CBLT), Technology-Enhanced Language Learning (TELL), Multilingual Education, and Project-Based Learning (PBL). These approaches share an emphasis on meaningful language use, active participation, collaboration, and the transfer of learning to real communication situations.

The use of these strategies is consistent with constructivist views of learning, in which learners develop knowledge through interaction and experience, and with instructional principles that seek to manage cognitive demands through organized and purposeful activities (Asma & Dallel, 2020). Communicative instruction likewise treats the ability to use language appropriately as the principal outcome of language teaching rather than the memorization of isolated forms (Richards, 2021). When properly implemented, these strategies may help students connect linguistic knowledge with academic content, technology, cultural experience, and practical tasks.

Although studies have reported positive outcomes for individual approaches, fewer investigations have examined several emerging English teaching strategies simultaneously and related their utilization to a standardized measure of proficiency. Evidence is also limited for first-year students in private Philippine higher education institutions, particularly within Purposive Communication courses. The alignment between teachers' and students' assessments of these practices has likewise received limited attention.

The study therefore examined the utilization of six emerging English teaching strategies at the University of Perpetual Help System DALTA–Calamba Campus, determined the English language proficiency of first-year students through TOEIC results, tested whether teachers and students differed in their assessments, and investigated the relationship between strategy utilization and proficiency. The findings were intended to support evidence-based instructional improvement and the development of appropriate language enhancement initiatives.

Literature Review

Communicative and Task-Based Approaches

Communicative Language Teaching emphasizes the development of communicative competence through interaction, negotiation of meaning, and language use in realistic contexts. Richards (2021) explained that communicative instruction places functional language use and learner participation at the center of the classroom. In a Philippine study, Aliazas and Velasco (2023) reported improvements in speaking competence and classroom engagement when communicative activities were used. Digital storytelling has also been presented as a communicative method that can combine language production, creativity, and technology (Al-Amri, 2020).

Despite its advantages, CLT requires appropriate tasks, manageable class organization, and sufficient teacher preparation. When activities are poorly structured or limited to superficial interaction, students may participate without receiving enough support for accuracy and sustained communication. The literature therefore suggests that communicative activities should be sequenced, contextualized, and accompanied by feedback so that fluency and linguistic development are strengthened together.

Task-Based Language Teaching extends the communicative orientation by organizing instruction around purposeful tasks that require learners to exchange information, solve problems, or produce meaningful outcomes. Abd Rahman (2024) associated TBLT with improvements in spoken production, fluency, coherence, and interaction. Collaborative work can also lessen speaking anxiety and increase opportunities for meaningful language use, although students may need explicit support for participation and role distribution (Nhi Ha et al., 2022). Taken together, CLT and TBLT provide a strong basis for interactive language instruction when tasks are relevant, scaffolded, and aligned with learners' proficiency levels.

Content- and Technology-Enhanced Language Learning

Content-Based Language Teaching integrates language development with academic or disciplinary content. Instead of treating English as an isolated subject, learners use the language to understand concepts, interpret materials, and communicate ideas related to a field of study. Coyle et al. (2021) described this integration as a means of developing language, content knowledge, cognition, and communication simultaneously. For first-year college students, content-based instruction can make language tasks more relevant to academic programs and future professional contexts.

Technology-Enhanced Language Learning expands access to authentic texts, multimedia, online communication, and individualized practice. Alvi (2022) emphasized the value of interaction and teaching presence in technology-supported language environments, while Alkhatnai (2022) identified both the opportunities and stressors associated with online language learning. Reinders and White (2022) noted that technology can support learner autonomy when students receive clear guidance, purposeful activities, and opportunities to monitor their progress. Technology integration has also been associated with broader twenty-first-century competencies, including critical and creative thinking (Yilmaz, 2021).

Effective integration requires more than the availability of devices. Activities must be designed so that technology reduces barriers rather than adding unnecessary cognitive or procedural demands. Cognitive load principles indicate the importance of clear instructions, manageable task complexity, and organized learning materials (Asma & Dallel, 2020). Similarly, blended and personalized learning experiences are most useful when they are responsive to learner differences and connected to explicit learning goals (Arnesen et al., 2019).

Multilingual and project-based learning

Multilingual education recognizes learners' full linguistic repertoires as resources for comprehension, participation, and identity. García and Wei (2020) explained that translanguaging enables learners to draw strategically on multiple languages while developing understanding and communication. Ollerhead and Taylor-Leech (2019) likewise argued that multilingual approaches can make instruction more inclusive and connect new learning with students' existing knowledge. Evidence also shows that instruction responsive to multilingual learners can support reading competence, motivation, and classroom engagement (Gallagher et al., 2023).

Pedagogical translanguaging does not eliminate the need for English practice; instead, it provides scaffolding that can support gradual movement toward more independent use of the target language. Leonet and Saragueta (2023) found that students valued structured opportunities to use and compare languages during instruction. In higher education, such practices may reduce anxiety and improve conceptual access, especially for students who are still developing confidence in academic English.

Project-Based Learning complements these approaches by engaging students in sustained investigations, collaborative planning, research, product creation, and presentation. Kemaloglu-Er and Sahin (2022) described project-based English learning as a context for authentic communication and learner participation, while Markham (2021) emphasized the development of responsibility, collaboration, and problem-solving through standards-focused projects. PBL is therefore especially relevant when language outcomes are integrated into meaningful products and real-world tasks rather than treated as isolated exercises.

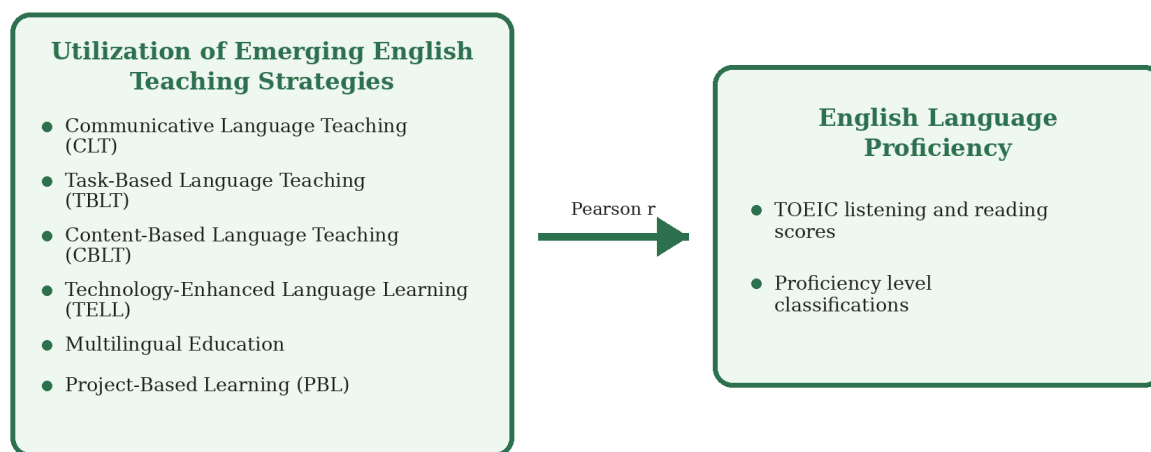
English proficiency and the research gap

English language proficiency involves the ability to comprehend and communicate through listening, speaking, reading, and writing in ways appropriate to academic, social, and professional situations. In the Philippine context, proficiency continues to influence educational participation and readiness for employment (Parangan & Buslon, 2020). Stander (2022) further showed that language learning strategies and affective factors are related to proficiency, suggesting that instructional practices should address both skill development and students' confidence in using English.

Research on strategy instruction indicates that systematic guidance can help learners select and apply approaches suited to specific language tasks (Alnufaie, 2022). Correlational evidence also demonstrates that personal and instructional variables may be associated with English test performance, although such relationships should not be interpreted as direct causation (Gultom & Oktaviani, 2022). These findings support the need to examine how the consistent classroom use of emerging strategies corresponds with standardized proficiency outcomes.

The reviewed literature establishes the value of communicative, task-based, content-based, technology-supported, multilingual, and project-based approaches, but most studies have treated them separately. The present investigation addressed this conceptual and contextual gap by examining all six strategies within one framework, comparing teacher and student assessments, and relating utilization to the TOEIC performance of first-year students in a Philippine private university.

Conceptual Framework of the Study



Teacher and student assessments were compared to determine perceptual agreement on the utilization of the six emerging teaching strategies.

Figure 1. *Conceptual Framework of the Study*

METHODS

Research Design

The study employed a quantitative descriptive-correlational design. The descriptive component determined the utilization of emerging English teaching strategies and summarized students' English proficiency levels. The correlational component examined the association between strategy utilization and TOEIC performance. An independent-samples t-test was also used to compare teachers' and students' assessments.

Research Locale

The study was conducted at the University of Perpetual Help System DALTA–Calamba Campus during Academic Year 2025-2026. The setting was selected because first-year students completed Purposive Communication and had institutional TOEIC records available for analysis.

Participants and Sampling Technique

The participants were 134 first-year college students enrolled in Purposive Communication and five teachers who handled the course. Students were selected through stratified random sampling to provide representation across academic programs. Teachers were selected purposively because of their direct responsibility for the course and their knowledge of the instructional strategies examined.

Research Instrument

A researcher-adapted questionnaire measured the utilization of CLT, TBLT, CBLT, TELL, Multilingual Education, and PBL. Responses used a four-point scale from 1 (Never) to 4 (Always). The instrument underwent expert review, and the reported Content Validity Ratio indicated that the items were essential and appropriate. Reliability analysis showed satisfactory internal consistency. Students' English language proficiency was measured through their institutional TOEIC listening and reading scores.

Data Gathering Procedure

The researcher secured authorization from the appropriate university authorities and coordinated with college administrators and course instructors. Participants were informed of the study objectives and provided consent before answering the questionnaire. The instruments were administered to students and teachers, while TOEIC results were obtained from authorized institutional records. Responses and test data were encoded, checked, and prepared for analysis.

Data Analysis

Frequency and percentage described the TOEIC proficiency distribution. Weighted mean and standard deviation summarized the utilization of each teaching strategy. An independent-samples t-test examined differences between teacher and student assessments. Pearson product-moment correlation determined the relationship between strategy utilization and English proficiency. Statistical decisions used a .05 level of significance, and the analyses were performed using SPSS.

Ethical Consideration

Participation was voluntary, and respondents were informed of their right to withdraw. Questionnaire responses were treated anonymously and confidentially, while TOEIC records were accessed only with institutional permission. Data were used solely for academic purposes. The study followed institutional research requirements and the Data Privacy Act of 2012 (Republic Act No. 10173).

RESULTS AND DISCUSSION

Utilization of Emerging English Teaching Strategies

Table 1. *Summary of the Utilization of Emerging English Teaching Strategies*

Strategy	Professor Mean	Student Mean	Composite Mean	SD	Interpretation
CLT	2.87	3.07	2.97	0.875	Utilized
TBLT	3.13	3.14	3.14	0.820	Utilized

CBLT	3.27	3.08	3.18	0.804	Utilized
TELL	3.13	3.21	3.17	0.822	Utilized
Multilingual Education	3.03	3.22	3.13	0.805	Utilized
PBL	2.97	3.13	3.05	0.840	Utilized

Legend: 3.25-4.00 = Always/Fully Utilized; 2.50-3.24 = Often/Utilized; 1.75-2.49 = Sometimes/Partially Utilized; 1.00-1.74 = Never/Not Utilized.

All six strategies were rated as utilized. CBLT obtained the highest composite mean ($M = 3.18$, $SD = 0.804$), followed by TELL ($M = 3.17$, $SD = 0.822$), TBLT ($M = 3.14$, $SD = 0.820$), Multilingual Education ($M = 3.13$, $SD = 0.805$), PBL ($M = 3.05$, $SD = 0.840$), and CLT ($M = 2.97$, $SD = 0.875$). The narrow range of composite means indicates that no single approach dominated classroom practice; rather, teachers used a combination of interactive, contextualized, technological, multilingual, and project-based methods.

At the indicator level, group discussion as a means of developing creativity received the highest CLT composite mean (3.18), while student-produced English videos received the lowest (2.76). For TBLT, communication improvement through group discussion and presentation ranked highest (3.24), whereas the explicit focus on use, meaning, interaction, and communication ranked lowest (3.06). CBLT was strongest in developing critical thinking, problem-solving, and communication (3.26) but lowest in integrating language within content lessons for real-world application (3.06). TELL was most evident in the use of Zoom, Google Meet, and Microsoft Teams (3.33), while the broad use of technology to strengthen all four language skills received 3.06.

Multilingual Education was strongest in encouraging students to use language for communication and academic purposes (3.22) and lowest in promoting proficiency in multiple languages (3.09). PBL was most evident in applying knowledge and skills to real-world problems (3.20), while student inspiration arising from control over project design and execution ranked lowest (2.87). These patterns suggest that the institution had already established broad use of emerging strategies but could strengthen student agency, sustained production tasks, content-language integration, and balanced four-skill technology use. The results are consistent with literature emphasizing meaningful communication (Aliazas & Velasco, 2023), purposeful technology integration (Alvi, 2022), multilingual scaffolding (Gallagher et al., 2023), and authentic project work (Kemaloglu-Er & Sahin, 2022).

Differences Between Teacher and Student Assessments

Table 2. *Independent-Samples t-Test of Teacher and Student Assessments*

Strategy	t	df	Mean Difference	p	Decision
CLT	-0.613	137	-0.20236	.989	Do not reject H0
TBLT	-0.020	137	-0.00637	.977	Do not reject H0
CBLT	0.576	137	0.18316	.873	Do not reject H0
TELL	-0.220	137	-0.07257	.506	Do not reject H0
Multilingual Education	-0.560	137	-0.18854	.051	Do not reject H0
PBL	-0.478	137	-0.16633	.133	Do not reject H0

Significance level: $\alpha = .05$. Values are reported from the equal-variances-assumed rows in the source analysis.

None of the six comparisons was statistically significant because all p values exceeded .05. The largest difference approached the threshold for Multilingual Education ($p = .051$) but remained nonsignificant. The findings therefore supported the null hypothesis that teacher and student assessments did not differ significantly across the strategies.

This agreement indicates that instructional practices were sufficiently visible and consistently experienced for both respondent groups to form similar judgments. The alignment is important because it suggests that teachers' intended practices corresponded with students' observed classroom experiences. Learner-centered and transparent activities, including communicative tasks, technology-supported interaction, multilingual scaffolding, and collaborative projects, may help establish this shared perception (García & Wei, 2020; Reinders & White, 2022; Richards, 2021).

English Language Proficiency of First-Year Students

Table 3. *TOEIC Proficiency Distribution of First-Year Students*

TOEIC Score Range	Proficiency Classification	Frequency	Percentage
961-990	Advanced Professional Proficiency	5	3.73%
901-960	General Professional Proficiency	44	32.84%
781-900	Advanced Working Proficiency	83	61.94%
601-780	Basic Working Proficiency	2	1.49%
401-600	Intermediate	0	0.00%
251-400	Elementary	0	0.00%
10-250	Novice	0	0.00%
	Total	134	100.00%

The manuscript reported a mean TOEIC score of 884, interpreted as Advanced Working Proficiency.

The reported mean TOEIC score was 884, corresponding to Advanced Working Proficiency. Most students (83, 61.94%) were in the Advanced Working Proficiency band, while 44 (32.84%) reached General Professional Proficiency and five (3.73%) reached Advanced Professional Proficiency. Only two students (1.49%) were classified at the Basic Working Proficiency level, and no student fell within the Intermediate, Elementary, or Novice bands.

The distribution indicates that the cohort was generally prepared for many language demands of tertiary education, including comprehension of academic material and participation in classroom communication. At the same time, the presence of students at the Basic Working level supports the need for differentiated instruction and targeted assistance rather than a single uniform program. This interpretation is consistent with evidence that proficiency is influenced by previous learning experiences, strategic behavior, and affective factors (Parangan & Buslon, 2020; Stander, 2022).

Relationship Between Strategy Utilization and English Proficiency

Table 4. *Correlations between Strategy Utilization and English Language Proficiency*

Strategy	r	p	Result	Decision
CLT	.382	.025	Significant	Reject H_0
TBLT	.372	.037	Significant	Reject H_0
CBLT	.469	.001	Significant	Reject H_0

Strategy	r	p	Result	Decision
TELL	.372	.037	Significant	Reject H0
Multilingual Education	.239	.047	Significant	Reject H0
PBL	.311	.008	Significant	Reject H0

All tests were evaluated at $\alpha = .05$. Positive r values indicate that higher reported utilization was associated with higher TOEIC proficiency.

All six strategies had statistically significant positive relationships with English language proficiency. The coefficients ranged from $r = .239$ for Multilingual Education to $r = .469$ for CBLT. CLT ($r = .382$, $p = .025$), TBLT ($r = .372$, $p = .037$), TELL ($r = .372$, $p = .037$), and PBL ($r = .311$, $p = .008$) were also positively associated with proficiency. CBLT produced the largest coefficient and the smallest p value ($p = .001$), indicating the strongest observed association among the strategies examined.

The results suggest that students who experienced more consistent use of emerging strategies also tended to obtain higher TOEIC proficiency results. Because the design was correlational, the findings do not establish that strategy utilization alone caused the proficiency outcomes. Nevertheless, the pattern aligns with studies showing that communicative and task-based practice supports meaningful language use (Abd Rahman, 2024), technology can extend access and autonomy (Reinders & White, 2022), multilingual scaffolding can improve participation and comprehension (Leonet & Saragueta, 2023), and project work can connect communication with authentic performance (Kemaloglu-Er & Sahin, 2022).

The comparatively strong CBLT relationship may reflect the value of learning English through substantive academic content, which requires students to interpret information, solve problems, and communicate discipline-related ideas. The results collectively support an integrated instructional model in which multiple strategies are selected according to learning outcomes, student needs, and the demands of Purposive Communication rather than treated as competing methods.

CONCLUSION

The study established that CLT, TBLT, CBLT, TELL, Multilingual Education, and PBL were all utilized in first-year English instruction at the University of Perpetual Help System DALTA–Calamba Campus. CBLT obtained the highest composite mean, while CLT obtained the lowest, although every strategy remained within the utilized range. Teachers and students held statistically similar assessments, indicating consistency between intended instruction and learner experience. Most students demonstrated Advanced Working Proficiency in TOEIC, and each teaching strategy was positively and significantly related to English proficiency. These findings show that a diversified, learner-centered approach is associated with stronger language outcomes and provides a practical basis for refining Purposive Communication instruction and institutional language support.

Recommendation

The institution should sustain the combined use of communicative, task-based, content-based, technology-enhanced, multilingual, and project-based strategies while giving particular attention to areas with lower indicator ratings. Professional development should help teachers design manageable video and production tasks, strengthen content-language integration, balance technology use across listening, speaking, reading, and writing, and increase student agency in project planning.

Differentiated support should be provided for students whose TOEIC results indicate Basic Working Proficiency, while enrichment activities should challenge students who have reached professional proficiency bands. The proposed Project ELEVATE (Enhancing Language Engagement and Verbal Ability Through English)

may be implemented as an institutional program combining diagnostic assessment, guided reading, writing workshops, speaking activities, peer tutoring, technology-supported practice, and post-assessment.

The university should periodically monitor both strategy implementation and language outcomes, obtain structured feedback from teachers and students, and use the results to refine Purposive Communication courses. Future research should include multiple institutions, larger teacher samples, longitudinal tracking, and experimental or mixed-method designs to clarify how particular strategies influence specific language skills and to evaluate the sustainability of enhancement programs.

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