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Integrating Learner-Centered TELL (Technology-Enhanced Language Learning) in English Learning: A Qualitative Study within an Autonomous English Learning Framework in the Post-Digital Context

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ABSTRACT

This qualitative study investigates the Learner-Centered TELL (Technology-Enhanced Language Learning) in synchronous hybrid English learning at an Islamic university in Indonesia. This study conveyed 3-credit English unit consisting of 2-credit regular session and 1-credit student-led session where the students serve as captains who experience the autonomous learning in improving their communicative competence. This study aimed to answer research question related to the way student experienced Learner-Centered TELL (Technology-Enhanced Language Learning) in English Learning; the challenges and solution whenever they had during the learning process. The participants of the study were 89 students in investigated Islamic universities, and the data were taken from the students' open-ended questionnaires, classroom observations, learning journals, and recorded student-led sessions. These data were thematically analyzed using Braun and Clark's framework. The finding showed that over 80% of students had positive learning experience as this learning approach helped them to be more autonomous and get more improvement in communicative competence. This approach stimulated students' learning autonomy across 6 dimensions, namely, learning management, learning content, learning strategies, technology used, collaboration, and reflection. Initially the student faced speaking anxiety, limited communicative competence, difficulty in designing material gap participation and technical issues. However, through autonomous learning, they overcame the issues through self-learning practice, peer collaboration, external resources, self-encouragement, and careful preparation.

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1. Introduction

Over the past few years, online learning has emerged as one of the indispensable and widely preferred teaching modes that make high-quality education at the tertiary level accessible across the globe. This phenomenon has been further expedited by the COVID-19 pandemic, which required universities to transform their teaching mode from the traditional format into virtual classrooms. Consequently, in the post-COVID era, many institutions, including institutions in Indonesia, also keep maintaining different dimensions of online teaching modes, including online, blended, or hybrid learning modes, either in synchronous or asynchronous interaction, as teaching options (Hamid et al., 2025; Handayani et al., 2024; Rahimi, 2024; Wirawati et al., 2022). These modes are chosen to overcome geographic barriers, increase accessibility to better education, offer flexibility, and provide convenience. Moreover, the technology-mediated teaching and learning modalities are also suitable and potentially powerful to be integrated to fulfil the needs and the nature of the digital native learners.

However, even though they offer many benefits, online learning, especially in the ELT context, also has issues with the teacher's technological readiness in promoting a meaningful learning experience. These teaching modes also generally come with low engagement (Martin & Bolliger, 2018), communicative competence (Grunis et al., 2020; Junn, 2021; Kokorina et al., 2021) and social interaction problems (Bali et al., 2024) that need to be resolved to achieve the expected effectiveness of learning. Some experts addressed the low engagement and technological readiness by integrating Technology Enhanced Learning (TELL) by utilizing various digital tools in their online teaching (Cahyono et al., 2024). The idea of integrating various digital tools to have students' engagement, such as the use of GMeet and Zoom for online teaching delivery; Telegram or WhatsApp as the assignment submission app and other gamifying apps such as Kahoot, Padlet, and Quizlet, was suggested by Cahyono et al. (2024) to overcome the above drawbacks. Their TELL solutions are apparently relevant for the Indonesian context, where affordability and applicability aspects are important considerations (Mustikasari & Kusuma, 2024) and should be complemented by the teacher's quality with sophisticated Technological Pedagogical Content Knowledge (TPACK).

Unfortunately, Indonesian teachers' Technological Pedagogical Content Knowledge (TPACK) readiness remains a concern (Lie et al., 2023; Rahimi, 2024) as they lack competence in designing interactive and meaningful English learning experiences. Therefore, stimulating and improving students' English language skills, especially productive skills, in online/hybrid learning also poses another pedagogical and instructional challenge experienced by Indonesian teachers (Hamid et al., 2025; Nashir & Laili, 2021; Prasetya, 2024).

The TELL solution by Cahyono et al. (2024) also offers potential issues for digital native students, as well-knowledgeable teachers with outstanding TPACK sometimes focus on providing rich and dense online material that does not allow them to have any chance to interact with other students to experience the authentic social communication development and social engagement (Bali et al., 2024; Handayani et al., 2024). The students' voice is relevant to the socio-constructivism theory from Vygotsky (Adams, 2007; Jie et al., 2020; Morley & Carmichael, 2020; Prasetya, 2023; Splitter, 2008) since learning language should not be separated from the social context, as that is one of the natures of developing language

competence; and in Indonesian online settings, English competence is mostly socially constructed both inside and outside of the classroom settings.

The second issue related to online teaching was from students' voices, which highlighted the lack of having meaningful learning experience (Biaddang & Caroy, 2024). The lack of meaningful learning was because of the inability of online teaching to provide self-directed and autonomous learning in a social online learning context (Biaddang & Caroy, 2024; Demir & Ilhan, 2022; Yosintha & Yunianti, 2021). Therefore, to support meaningful learning and accommodating student's autonomy in learning English, Biaddang & Caroy (2024) have successfully designed some activities that addressed both issues such as online public speaking that can be designed collaboratively by the students in their online teaching. In the Indonesian context, Yosintha & Yunianti (2021) also designed the Project-based study in an online teaching context that resulted in the improvement of high engagement in ELT by giving freedom to the students to select their own learning pace to accomplish their project.

Even though many researchers have explored the effectiveness of TELL integration in ELT and the impact of designing meaningful learning experiences in the form of collaborative learning / project-based learning to stimulate autonomous learning from the teacher's point of view (Biaddang & Caroy, 2024; Cahyono et al., 2024; Yosintha & Yunianti, 2021). Research on investigating students' autonomous learning in designing their learning experience in online/hybrid settings remains limited. Most studies focused on integrating teacher-centered learning activities, as most of the activities were set up and created by teachers because teachers still set up the activities and mostly determined the digital tools and organized the learning activities. The sense of student-centered is still vague, as it did not clearly mention active participation and student-centered mode explicitly as the main idea of autonomous learning. This contextual gap offers research potential to investigate the impact of Learner-centered TELL activities in Indonesian Higher education settings. Therefore, the learner-centered TELL research might provide rich information from students' perspective whenever they are actively involved in designing and facilitating their learning ownership in online settings.

The second theoretical gap, although learner autonomy was mentioned in previous research to maintain student engagement (Yosintha & Yunianti, 2021) in online learning, the detailed autonomous activities and the detailed projection on students' autonomy activation within the autonomous learning framework from Benson (2001) is still underdeveloped. Therefore, this present study aims to address the gaps by investigating the learner centered TELL integration in English language teaching and their decision behind their autonomous learning within online/hybrid teaching context. Therefore, this research aims to answer the following research questions:

1. How do students experience Learner-Centered Technology-Enhanced Language Learning (TELL) as a teaching approach in fostering their English competence?
2. How does Learner-Centered Technology-Enhanced Language Learning (TELL) stimulate autonomous learning in hybrid English language teaching classes?
3. What challenges do students experience during Learner-Centered TELL sessions in hybrid mode, and how are they addressed?

2. Literature Review

2.1 English communicative competence design in online teaching practice

In the Indonesian English language teaching context, the general fundamental issue of full or blended online learning in the Indonesian tertiary context is the limited development of communicative competence. In foreign language teaching in Indonesia, communicative competence is apparently hard to achieve because English teaching focuses more on developing linguistic knowledge, such as grammar understanding. However, opportunities to experience the use of the English language in authentic learning contexts remain limited due to the limited sources, competent communicative educators/ peers, and supportive environment.

Furthermore, although many scholars highlight the benefits of online learning in providing access to authentic materials derived from online sources (Dania & Adha, 2021; Inkova et al., 2021; Maiullo, 2022; Ulwiyah et al., 2021), limited research has examined the potential drawbacks of online/hybrid English language learning, particularly its shortcomings in providing authentic productive-skill learning experiences that shape students' communication agility and improve English language production (Britt, 2015; Martin & Bolliger, 2018) as the main goal of communicative competence. This gap exists because most researchers interpret online learning primarily as content delivery rather than as a medium for shaping communicative practice, given the limited collaborative dialogue in online learning modes.

While English comprehension can mostly be achieved through the presentation of online learning content, the development of communicative competence, such as writing and speaking, cannot be easily achieved in an online LMS that provides only dense content material without enough meaningful interaction, teacher/lecturer guidance, and feedback. Some studies (Ho, 2020; Taridi et al., 2023; Teh & Ho, 2021) have addressed this problem by integrating the Communicative Language Teaching (CLT) approach in online learning, as it provides learner-centered activities that provide active learning experiences and also interactive learning with multiple digital apps (Cahyono et al., 2024) to address the disengagement issue in online learning. Besides achieving communicative competence, the CLT approach in online teaching is also considered a powerful approach, as it also offers student-centered, authentic communicative learning (Kokorina et al., 2021), meaningful learning experience (Junn, 2021) for the students.

The importance of designing communicative competence in online settings to promote an authentic learning experience also aligns with the principle of Vygotsky's social constructivism (Emmerson, 2019; Hassan & Suprayetno, 2026; Morley & Carmichael, 2020; Prasetya, 2023; Selama, 2025). This educational philosophy proposes the idea that language is constructed through social learning experiences, such as communicative interaction. This theory beliefs that learners' experience in using or making meaning of the language to create meaningful learning experience is paramount because they actively negotiate meaning of new acquired vocabulary, making connection of the grammatical forms in their contextual use, and develop pragmatic meaning in social situations. This learning process enables them to go beyond understanding the grammatical form to more comprehensive and applicable language competence. Therefore, communicative competence can be achieved only if the

students are given more opportunities to participate actively and have more ownership in their learning experience, as proposed in the communicative language teaching approach.

The CLT also addresses the learner-centered focus as an active learning agent in developing linguistic knowledge as well as improving their English competence. Unfortunately, in most traditional Indonesian teaching styles, English language teaching tends to be teacher-centered (Friska et al., 2025; Lie et al., 2023; Pohan et al., 2026). The teacher-centered teaching may contribute to disengagement in English language teaching during online or hybrid learning, which is against the CLT approach. Therefore, teachers must adopt a learner-centered approach to stimulate students' active engagement and authentic learning practice in the English classroom. Student engagement can be achieved through active learning by giving students autonomy in selecting and choosing their learning pace, activity, and learning goal as one of the core principles of the learner-centered concept within the CLT framework.

In online teaching, CLT's position has slightly shifted in stimulating learner autonomy, providing the social nature of learning, improving thinking skills, and situating teachers as co-learners, as stated by Jacob & Farrell (2023) cited in Teh & Ho (2021). Teh & Ho (2021) also suggested that synchronous online learning can give more opportunities to facilitate the resemblance of face-to-face teaching within multi modes within virtual CLT framework as teacher might have bigger role as the facilitator than the asynchronous teaching one. By adopting the underlying concept of virtual CLT in synchronous mode, which focuses on providing online social learning engagement and valuing learner-centered and their autonomy, teachers might improve students' communicative competence as well as their critical thinking.

Another activity promoted by Technology-Enhanced Language Learning (TELL) in English language teaching is not limited to integrating digital platforms into ELT; it also requires a shift from teacher-centered to learner-centered instruction and teachers' ability to unpack TPACK to design rich, practice-based language learning experiences. Autonomous learning can therefore be considered one of the foundations of TELL. The integration of TELL and autonomous learning in ELT thus offers a solution to common issues in hybrid and online English language learning.

2.2 Technology-Enhanced Language Learning in Indonesian Hybrid English Classroom

The success of online/hybrid learning, especially in synchronous mode, in fostering students' communicative competence can only be achieved through the appropriate and pedagogically sound integration of technology to provide productive and meaningful language learning opportunities for digital native language learners. Therefore, as proposed by Lie (2023) and Agustini et al. (2019) TPACK understanding and mastery, by accommodating online student engagement, meaningful participation, collaboration, and language practice, should be central to overcoming these challenges. Technology-Enhanced Language Learning (TELL) can be one option to address and improve students' TPACK understanding, as it offers rich resources and engaging activities in the online/hybrid English classroom (Cahyono et al., 2024).

The presence of Technology-Enhanced Language Learning (TELL) in the Indonesian English language context has been researched from many angles, ranging from its development to its benefits, challenges, and other aspects. One benefit of implementing TELL is its powerful capacity to solve the issue of accessing high-quality learning without being limited by

geographical area. Even though technology can overcome geographical barriers, this learning mode also brings some drawbacks — one being teachers' limited competence in designing not only content-rich lessons but also lessons that promote agility in students' production skills and sustain students' autonomy in synchronous mode (Teh & Ho, 2021).

Several studies have underlined this issue, especially as it relates to teachers' limited Technological Pedagogical Content Knowledge (TPACK), as they tend to use technology in the classroom mainly for gamification and dense content delivery, which leads to a teacher-centered approach. The technology integration implemented by English teachers apparently does not encourage collaboration among students and may obviously lead to the negligence of a learner-centered focus, as aimed at in the CLT approach as elaborated on the previous sub-part. Besides the lack of TPACK readiness, another issue comes from teachers with high TPACK competence, as they tend to showcase their own technology integration skills, which can position students as passive recipients of enhanced technology rather than active users of it. Therefore, sophisticated TPACK skills alone do not guarantee learner-centered activity or collaborative learning in the language classroom. Although there is considerable practice and discussion around implementing TPACK in ways that consider learner-centered practice, such as the integration of online project-based study conducted by Yosintha & Yunianti (2021). Less attention has been given to investigating the practice of how TPACK can be positioned to enable ELT students to be active users and creators of TELL. Specifically, the role of students who have full ownership of selecting, incorporating, and using digital tools for improving their communicative competence in synchronous online teaching is still underdeveloped.

2.3 Unpacking TPACK to Accommodate Autonomous Learning in ELT's Synchronous Hybrid Learning Mode

The integration of TPACK covers 3 main fundamental dimensions: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The interaction of these 3 main dimensions offers the Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), and Technological Pedagogical Knowledge (TPK). Unfortunately, many ELT teachers struggle to maintain the balance of those 3 aspects, as mentioned by Agustini et al. (2019). They mentioned that teachers need to consider not only the content to deliver on an online platform, but also the appropriate technology used, and, most importantly, how these learning activities should be designed to stimulate students' autonomy in improving their communicative competence

Autonomous learning in ELT's Synchronous Hybrid Learning Mode, which is under PCK umbrella, covers multidimensional processes ranging from autonomy in learning management, learning content, learning strategies (Benson, 2001), technology use, collaboration, and reflection. The learning management scope deals with examining students' participation and time management in learning English within and beyond the classroom. Student participation and time management within the class and beyond the class can be measured and identified in autonomous learning management. The students' ability to select their learning target and integrate the technology-enhanced learning approach aligns with autonomy in learning content, technology, and strategy. The time they collaborate and decide on their actions with their peers is also understood as reflection autonomy. The overall students' agency and autonomy in this research context apparently

align with social constructivism theory, which highlights the idea that students can develop their English skills through socially meaningful interaction.

However, as elaborated in the previous sub section, in common English language teaching context in Indonesia, teachers set up hybrid learning relying primarily on their own sophisticated technological knowledge (TK), this will not necessarily accommodate students' autonomous learning (PCK), because in synchronous learning the main control tends to remain in the teacher's hands. This situation means that teachers' TPACK should therefore also accommodate the learner-centered approach as a key focus within their pedagogical knowledge in the synchronous hybrid mode.

The consideration of learner autonomy in hybrid learning requires further examination, particularly in relation to the construction of TPACK that is commonly practiced by English teachers in Indonesia. By accommodating this, teachers allow students to take control of their own learning process in ELT. This also stimulates responsibility and gives students greater motivation and learning agency in the synchronous hybrid classroom. Understanding the necessity of English language learners to have an authentic/meaningful learning experience in a synchronous hybrid classroom is also part of the TPACK that should be mastered by the Indonesian English teacher, as this is under content knowledge expectation. Therefore, understanding TPACK should be comprehensive and also consider various layers of TPACK, including accommodating Content knowledge (CK) besides technological knowledge.

In addition, the synchronous mode in ELT practice also allows students to have simultaneous interaction between the teacher and students; this can be a great potential to stimulate the authentic learning experience to improve their communicative competence. This real-life learning experience can also drive the active participation of the students, which is considered as the way students maintain their learning autonomy (Fitria, 2021; Rizki et al., 2023) in the scope of learning behavior during the learning process. Therefore, autonomous learning in synchronized hybrid mode and communicative competence are interrelated. This interconnected dimension should be mastered by the English language teacher by redirecting their TPACK to accommodate autonomous learning in ELT's Synchronous Hybrid Learning Mode.

Based on this tight relationship. This study proposes an Autonomy-Oriented TPACK Framework for Synchronous Hybrid ELT as projected in Figure 1. This framework identifies learner autonomy as an explicit dimension of Teacher pedagogical knowledge as this is building students' motivation and learning behavior during their learning process. The second important idea is communicative competence as an umbrella of CLT that is foregrounded within content knowledge / CK. The last technological competence is assigned as one of the most fundamental aspects that shaped TPACK that commonly mastered by the younger Indonesian English language teachers who are technologically proficient to be implemented in synchronous hybrid English classroom.

In the Indonesian EFL context at the higher education level, while students tend to have limited opportunities for experiencing meaningful English interaction within and/or beyond the classroom, synchronous hybrid learning can accommodate this and offer opportunities to use English meaningfully. Therefore, the framework below gives conceptual basis to investigate student's experience developing their learner-centered activity by implementing

technology-enhanced language learning to promote their communicative competence and autonomous learning in English classroom as inquired in Research Question 1 / RQ1 and Research Question RQ2, respectively.

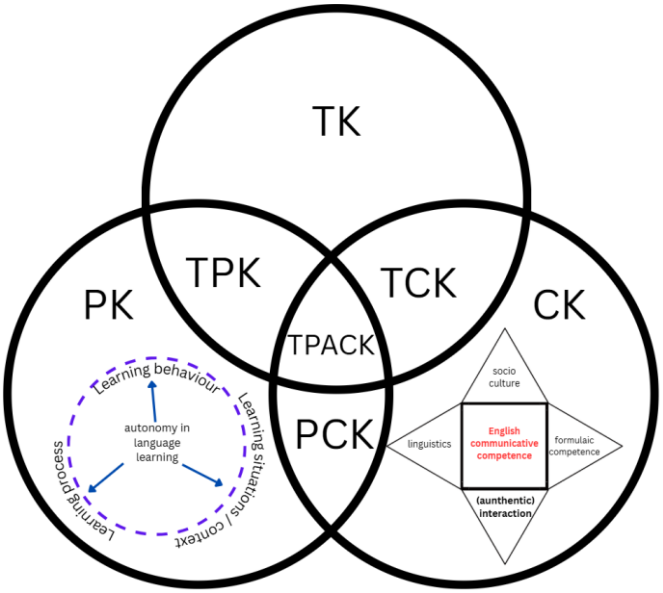


Figure 1:Autonomy-Oriented TPACK Framework for Synchronous Hybrid ELT

3. Research Methodology

3.1 Research Design

This study employed a qualitative research methodology as an overarching framework to examine the implementation of learner-centered Technology-Enhanced Language Learning at an Islamic institution in Indonesia. Specifically, a case study design was selected due to its bounded focus on a single Islamic university where the research was conducted. Because this study aimed to investigate students' voices regarding their experience of learner-centered TELL, students became the main participants of the study.

A qualitative research design was also chosen for its suitability in providing an in-depth exploration to answer the "why" and "how" questions extracted from students' responses, and for its capacity to systematically analyze rich contextual data collected in natural classroom settings. To maintain the trustworthiness and rigour of the study, data were collected from multiple sources, covering interviews with the department's stakeholders, students' open-ended questionnaires, students' learning journals and observation video recordings of the learning session. The interview with department stakeholders was conducted to gain insight into the outputs expected by the university in achieving its vision and mission. This interview was treated as secondary data to understand the teaching context in which learner-centered Technology-Enhanced Learning was implemented, as reflected in the English Curriculum and Learning Design of the university, including its Unit Learning Outcomes and expected graduate competencies.

3.2 Research Context

This study was situated in a three-credit English unit in an Islamic institution in Indonesia that is delivered through synchronous hybrid learning mode. The hybrid context was the teacher

and some of the students were delivering and attending the unit online while some other were participating face-to-face in the classroom synchronously. The unit was structured into two main activities; (a) two credits were facilitated by the teacher known as regular session and; (b) one credit unit was presented in the form of "Student-led learning session" under guidance of the teacher. This student-led learning session is later defined as teaching context by using learner-centered TELL approach. In Student-led learning session, the students experienced more active learning approach through group weekly-cycle study. In this group weekly-cycle study, the students were divided into small groups with particular captain roles, such as grammar captain, vocabulary captain, speaking captain, writing captain, and writing captain. The captains were responsible for leading the additional learning activities related to their leaning target throughout the session. In every cycle, the captains had to reflect on the previous learning session and identify the learning area that needs to improve.

Based on their reflection, they started to set up the learning goals and collaboratively designed the technology-enhanced learning activities that had been discussed with the teacher as the facilitator and as the one who scaffold their student-led learning process. This learning structure provides opportunity to improve students' agency and autonomy through decision-making, collaboration, technology use and reflection. This learning context also becomes a relevant context to examine the way students experiencing their autonomous learning and improving their communicative competence in student-led learning session within synchronous hybrid learning.

3.3 Research Participants

The participants in this study were 89 undergraduate students taking a 3-credit English unit at an Islamic university in East Java, Indonesia. These students were selected because they experienced the learner-centered, technology-enhanced learning process — that is, they autonomously designed their learning targets, focusing on the learner-centered perspective, whenever they became a weekly "captain" supervised by the teacher in designing an engaging classroom activity that utilized technology. Their voices in experiencing Learner-Centered Technology-Enhanced Learning therefore became the primary data of this study.

3.4 Research Instruments

The main data for this study were gathered from students' open-ended questionnaires, which aimed to capture the impact of learner-centered TELL from students' perspectives, including their views on the benefits and challenges of this learning approach. A second source of data was students' learning journals, which contained reflections on material that had or had not yet been comprehended. This data source was considered particularly rich, as it was naturally documented by students throughout the learning process using the learner-centered TELL approach, and it provided insight into their learning development and the strategies used to investigate their self-driven/autonomous learning.

The third data source consisted of recorded videos of students' actual performance when presenting their learning designs in class (Giles, 2017). By observing the student's performance live, the note taking was taken and the revisiting the video recording was implemented to crosscheck the note taking data. These videos were used to examine students' practice and understanding of particular learning targets through the use of enhancing technology, capturing how they experienced creativity, collaboration, communication, and learning autonomy.

Table 1.: Research Instruments

Research instruments	Data sources	Purpose	Research Questions
students' open-ended questionnaires	Students	To explore student's experience on the Learner centered TELL practice To investigate student's challenges and strategy in their learner-centered TELL experience	RQ1 and RQ3
students' learning journals	Student's learning Journal	To understand students' autonomous learning process	RQ2
Observation from recorded videos	Online teaching records	To examine the implementation of Learner centered TELL practice compared to their learning journal	RQ3

3.5 Data Analysis Procedures

During the analysis stage, this study employed the thematic analysis framework proposed by Braun et al. (2017) . The rich data were translated into English, organized, and imported into NVivo according to source classification. The next step involved data familiarization and classification, in which the researcher classified the dataset and filtered questionnaire items corresponding to the research questions. The students' responses were translated in English with the google translate and other translation AI. The data then underwent an initial coding process, in which common themes were identified and classified based on students' statements. The next step involved categorizing students' voices into themes through axial coding, inductively analyzing emergent themes to answer the research questions. The final step was interpretation, in which the researcher reviewed the themes and interpreted their development.

Trustworthiness and ethical procedures were maintained to ensure validity and to protect participants' rights, respectively. Trustworthiness was maintained by ensuring the credibility of the data collected from students. Data triangulation was performed by examining, contrasting, and comparing the consistency of findings across multiple data sources. In addition, a consistent coding strategy was implemented following a structured and iterative procedure: after the initial emergent themes were developed, the researcher rechecked the appropriateness of the coded data against those themes. This iterative process produced credible and trustworthy data ready for analytical interpretation.

Ethical procedures were followed throughout data collection by considering participants' rights, dignity, and wellbeing. Anonymity was used to protect participants' identity and privacy and to minimize bias during analysis. Participants' consent was obtained, and they were informed that participation was voluntary and that they could withdraw at any time. Participants were also informed that their participation would not influence their academic evaluation, as data collection was carried out by university stakeholders who contributed to the design of this research.

4. Results

The findings of this study were presented thematically in three parts that are led by the research questions in each part. Part one will focus on getting the students' voice in experiencing a learner-centered TELL approach in their student-led learning session to foster

their English competence, as presented in RQ1. The second part will highlight the common theme that becomes students' challenge as inquired in RQ3. The third part evaluates the way learner centered TELL approach develop their autonomous leaning that answers RQ2.

4.1 Learner-Centered TELL Teaching Design from the teacher and stakeholder's reflection

The teacher's reflection from the previous semester's teaching experience and an in-depth interview with the stakeholder addressed the lack of meaningful learning experience in English online teaching practice in the investigated university. In particular, the university and teacher's reflection also identified the limited opportunities and peer interaction during the online learning process. To overcome this concern, the English unit arrangement was changed from 2 credit units to 3 credit units. The additional one-credit teaching arrangement, set up as a complement to the 2-credit main teaching, aimed to foster students' productive skill ability. The teacher also suggested the idea of student-led activity from the CLT approach to accommodate students' authentic learning experience and to improve their meaningful communicative competence that was performed weekly.

The adjustment was also projected to support the university's vision in preparing the Islamic Broadcasting and Communication graduate outcome, as the group of students investigated in this study. Future graduates are expected to be able to communicate effectively in English in their future social work context. The curriculum redesign became the main research context of this study as the university aims to keep up with the students' response to this curriculum adjustment. Therefore, the findings from the discussion with university stakeholders to create a more communicative learning experience that accommodates students' learning autonomy in online synchronous mode became the basis for examining how the additional credit, in student-led sessions, was implemented and perceived from students' perspective to foster their English competence and to see their challenges and solutions to the new teaching adjustment.

4.2 Students' Experience of Learner-Centered TELL in Fostering English Competence

Overall, students reported a positive experience of Learner-Centred Technology-Enhanced Language Learning (TELL), with 52.7% reporting a very positive experience, 38.7% a positive experience, and 8.6% a neutral experience. The absence of negative responses suggests that students generally perceived the learner-centred TELL approach favorably. The qualitative responses further explain this positive perception, particularly in relation to (1) increased responsibility for understanding English content, (2) having more enjoyable and meaningful interaction, and (3) confidence in using English for communication.

4.2.1 The increase in understanding English content/content knowledge understanding responsibility

Students who were experiencing the student-centred TELL approach shared their voice related to the increase in understanding responsibility whenever they were assigned as the captain in student-led learning sessions. This occurred apparently because their content knowledge of responsibility was triggered by the demand to prepare and present learning review materials. They consciously were faced with the situation where they had to prepare the material before learning the student-led learning sessions. In addition, they also described the student-led learning session as a space to apply, practice, and reinforce learning material that had been learned in regular sessions.

As S-1 (one of the students) explained "*This student-led learning session is where I apply the learning material from regular class, so it improved my understanding more*". Another student (S-2) also articulated his voice that this student-led session involved less theory and had greater emphasis on "*having more practice and repetition, which helps improve skills*".

Those responses indicated that the students acquired responsibility for learning and preparing material as an active, engaging action to consolidate their English knowledge with real practice and application in the student-led session.

4.2.2 Having more enjoyable and meaningful interaction

During the student-led session, students who acted as captain were observed to actively use English by opening the session and initiating conversation in English as they were motivated to open the session in English as they act as a professional communicator. Some of the students also tried to give instructions in English during the game spontaneously. Students who became participants also had the opportunity to understand and respond to the instructions in an enjoyable way.

The students' responses also reveal that the student-centred TELL approach in the student-led learning session provided a fun, enjoyable, and meaningful learning experience, as the students gave an 8.7 rating for the student-led session. They also valued the integration of games, real interaction, and collaborative activities during the student-led learning session. Tom also elaborated his experience by saying that *he had given the student-led learning session a 9 score because they actively participated and there was interaction between friends*. Similarly, Summer also gave a response that the student-led learning session was engaging because it was fun learning through games, and it was the part she always looked forward to. These responses showed the enjoyment that triggered a positive learning environment and supported meaningful interaction among students.

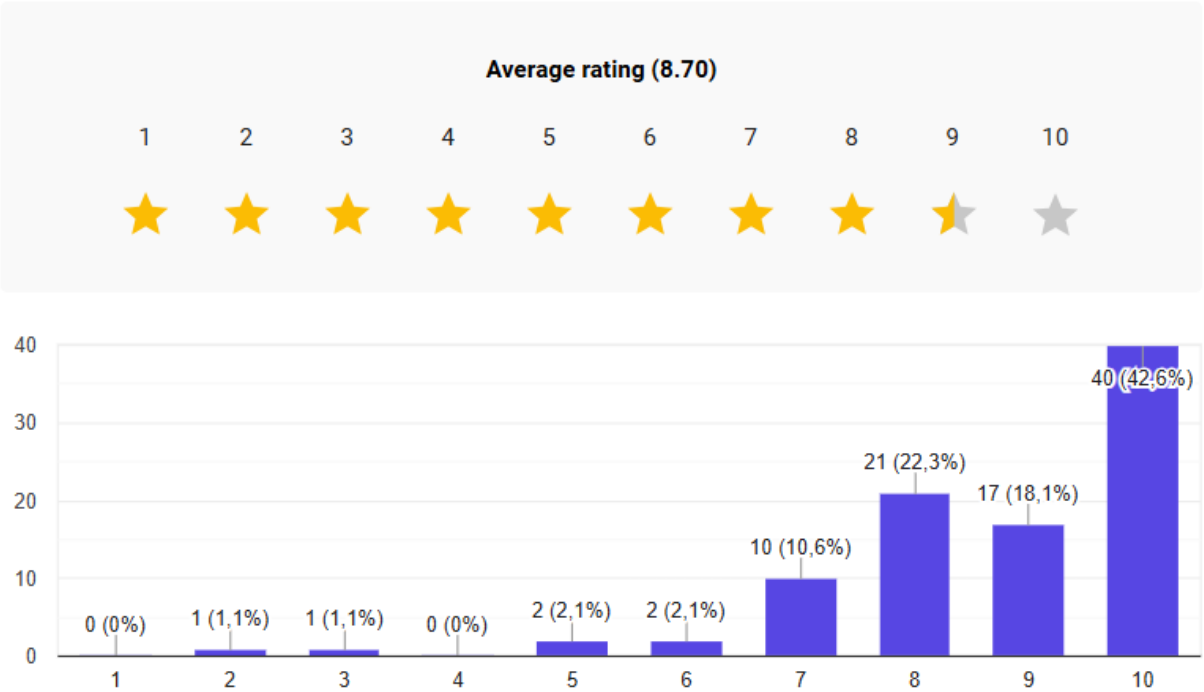


Figure 2: Student's rating on the student-led seseion performance and English Learning impact

4.2.3 Confidence in Using English for Communication

As the student-led activity was mostly conducted in English, the response from the students also showed a positive reaction since they highlighted the improvement of their confidence in using English for communication during the class. This learning structure also offered opportunities to actively communicate in English with their students. From the observation, many students were more confident in opening the session in English and even introduced their names in English. In some discussions and learning activity students who were acted as captain moderated the learning activity in speaking English and some of the student's participant also responded in English. The evidence from the observation also shows that most of the students were confident to open the student-led meeting in English, even though most of the remaining learning activities were conducted in Indonesian.

For example, during the "What Am I game" (taken from video recording 5th of May 2026), one captain group provided targeted vocabulary related to the organizational roles that were presented in *Canva*. They also presented the instruction in English by designing the learning goal that could improve comprehension in making questions in both nominal and verbal sentence in present tense. They also gave feedback and judged the students' answers in English. During the activity, the students had to ask questions to identify targeted vocabulary. This ability required students to apply the targeted grammar in a fun, engaging, and meaningful way during the synchronous hybrid mode. In addition, the students' voice also confirms this finding, as one student, Hunter, said: "Being captain was scary at first, but afterward it wasn't so bad — it helped me become more confident speaking English when explaining the game in a student-led session".

4.3 Learner-Centered TELL approach Challenges and Solutions Experienced by students in Student-Led Session

This part elaborated the challenges faced by the students during the implementation of the Learner-Centered TELL approach in a synchronous hybrid class. The students' responses from open-ended questionnaires were coded and grouped based on the emerging themes. The major themes related to the challenges were presented in Table 1, while the solutions taken by the students to address their challenges were presented in Table 3.

Table 2: Students' challenges in experiencing the learner-centered TELL approach

Themes	Sub themes	Extract of Student's Voice
High speaking anxiety and low speaking confidence	Being nervous Afraid of making mistakes Low confidence in participating in the class	*"I often feel embarrassed and insecure because my English pronunciation is poor."; [S-1]* *"I am not confident when expressing my opinions or answers."; [S-2]* *"I often feel nervous, anxious, and afraid of making mistakes." [S-3]*
Limited English language communicative competence	Limited vocabulary Limited grammar understanding Limited confidence in sentence producing	*"I have difficulty with vocabulary and do not understand the material."; [S-1]* *"I am still confused about writing without looking at the formula."; [S-2]* *"I do not know the meaning in English." [S-3]*
Difficulty in autonomously designing the learning activity	Lack of ideas on educative games Low understanding on reflecting unit material	*"When I become a captain, I have to think about what games would be suitable."; [S-1]* *"I find it difficult to prepare the materials because my understanding is still limited." [S-3]*
Uneven student participation during	High achiever's student dominance	*"Those who are more proficient in English usually contribute more."; [S-1]*

Themes	Sub themes	Extract of Student's Voice
the student-led session	Lower participation of insecure students	*"I do not contribute well when working in a group."; [S-2]* *"Sometimes, only a few people are active during the games."[S-3]*
Technical problems	Network issue Limited 1-credit learning time	*"The available time is limited."; [S-1]* *"Perhaps the internet connection is not very good."; [S-2]* *"Sometimes I get tired from looking at the screen." [S-3]*

Besides the challenges, the students also gave their responses on overcoming their problems whenever they were experiencing the learner-centered TELL approach. Their voices were gathered from the question: "How do you overcome the challenges you found?" Students addressed these challenges through several coping strategies, summarized in Table 3. The findings of the data were presented in the table below.

Table 3: Students' strategies in addressing their learner-centered TELL learning experience

Themes	Sub themes	Student's voice
Persistent self-learning and practice	Self learning practice Material review Vocabulary enrichment practice	*"Keep practising."; [S-4]* *"Study independently beforehand."; "I do additional study at home and review the material again."; [S-5]* *"I am committed to continuously learning, practising, and repeating the material." [S-6]*
Improving collaborative learning	Peer-learning discussion Cross checking comprehension	*"Discuss with other captains."; "Cross-check with friends."; [S-4]* *"Ask friends to confirm my understanding and ask them to teach me directly."; [S-5]* *"I ask other captains for help and ideas." [S-6]*
Finding external support	Integrating AI to improve comprehension Guided consultation with lecturers Learning from youtube and online resources	*"I try asking friends or using AI to compare the results."; [S-4]* *"Search for references on the internet."; [S-5]* *"Ask the teacher via chat."; [S-6]* *"Look for references on YouTube." [S-7]*
Developing self confidence	Building positive learning concept Having self-encouragement Accepting mistakes as a part of learning process	*"You have to be capable, brave, and confident."; [S-4]* *"Remind myself that making mistakes is normal."; [S-4]* *"English is easy; I can definitely do it." [S-5]*
Self-preparation and comprehensive concepting	Captain role careful preparation Accommodating other students' learning needs	*"I prepare myself two days before the Deepening Class."; [S-4]* *"Gather more references and ask others for suggestions."; [S-5]* *"Identify my friends' needs and interests." [S-6]*

4.4 How Learner-Centered TELL Stimulated Autonomous Learning

The findings indicate that Learner-Centered Technology-Enhanced Language Learning (TELL) fostered students' autonomous learning across six interconnected dimensions: learning management, learning content, learning strategies, technology use, collaboration, and reflection. Rather than positioning students as passive recipients of knowledge, Learner-Centered TELL encouraged them to take responsibility for planning, implementing, monitoring, and evaluating their own learning. Notably, the data suggests that Learner-Centered TELL not only enhanced autonomy but effectively necessitated it, as students had to take on the role of "captain," prepare materials, lead classroom activities, and reflect on their own learning.

4.4.1 Autonomy in Learning Management

The learning approach activated the students' learning management as the students were able to project the learning goal that they wanted to achieve in every study-led session. Their autonomous learning management was represented from their learning journal that tend to share the learning target that they want to achieve, while some others also added their rationale of deciding their activity. For example, some of the student captains wrote their specific learning target in their learning journal and student-led activity design. Their voice is captured in the following extract "as our friends haven't aware of the word change, it will enrich the vocabulary". The student can autonomously set up their learning target and the content material they want to present in a student-led session.

Their autonomy in learning management was also reflected in their voice. They mentioned that the student-led activity allowed them to manage their learning activities by using various approach that they prefer to have such as read-aloud roleplay, game and others. This is supported by one of their voices, articulated by S-1, she said "Because I prepare my materials by reflecting on what I don't understand, I keep coming into contact with those areas while preparing. Eventually, what I didn't understand becomes something I understand a little better." S-2 also added the importance of using the regular class as his reference. He said "I use the materials from the Regular class as a reference, and I use them to set the target boundaries for my advanced class."

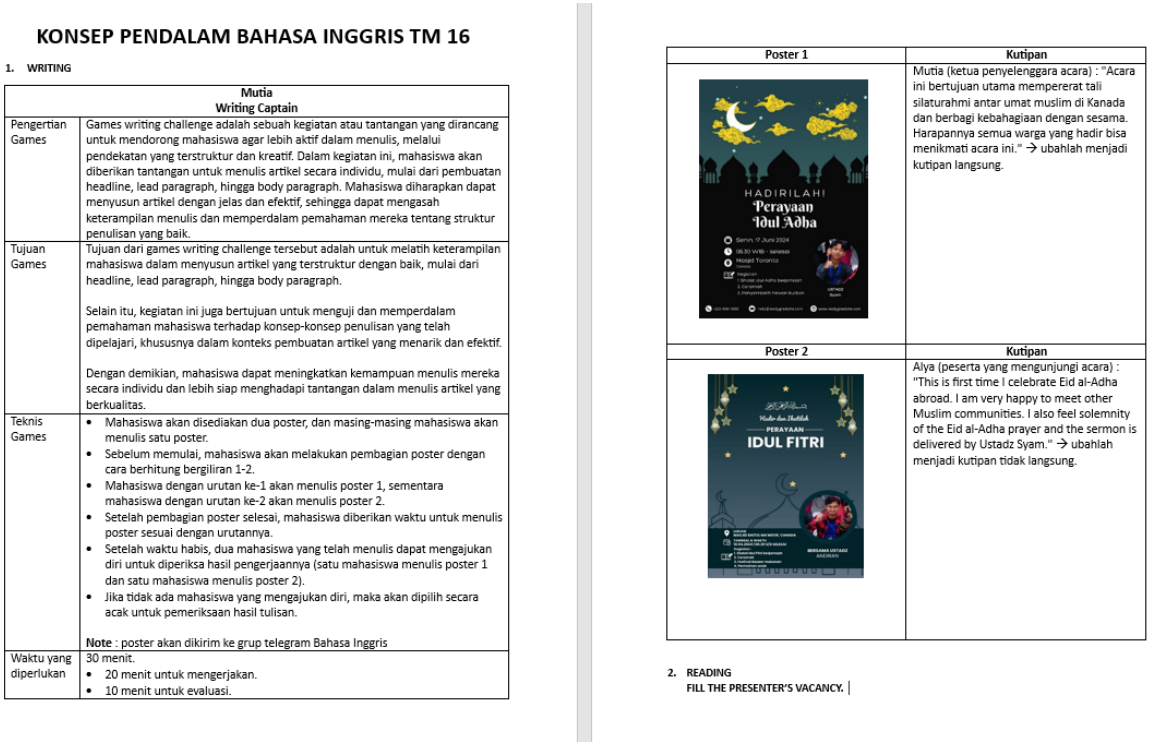
Time management as one of the learning management is projected from 2 ways: (1) the students' ability to allocate time for the particular activity and (2) students' management in selecting the focus of their learning target, as presented in one of their learning journal excerpts: "there will be an English exam next week, so we need to practice all grammar". The students were also free to set up the duration of every learning target they wanted to achieve. As in the week 8 student-led session whenever they were confused with passive voice in past tense, they had around two-third of allocated student-led time while the rest was used to have vocabulary game to enrich their vocab and spelling.

4.4.2 Autonomy in Learning Content

The finding related to learning content autonomy was founded from the students' learning journal and their questionnaires' response too. From the learning journal, this study found that the students had full authority in designing and selecting their learning content, such as when they wanted to practice writing, they created an Islamic event poster that was used as learning material for improving writing skills, as presented in Figure 2. The students also have

full authority in selecting sources for their study, with some of them utilizing YouTube, Google Translate, AI, and Canva as a means of learning content that can help them understand English concepts and improve their language competence. This finding was strengthened by the capture of students' voices as follows:

> *S-1: "Even though I use AI, I can't simply accept all of its suggestions at face value. I still need to process the data and references, and then adjust them to ensure they are relevant to the learning objectives."*
>
> *S-1: "I look for interesting videos on YouTube to use as inspiration. Afterward, I select the vocabulary, sometimes from the module and sometimes directly from the YouTube video."*
>
> *S-3: ""For the Adjective Hunt vocabulary game, I was inspired by a puzzle I found online. I then asked AI how to create a similar puzzle and decided to use the Discovery Education website."*



KONSEP PENDALAM BAHASA INGGRIS TM 16

1. **WRITING**

Mutia Writing Captain	
Pengertian Games	Games writing challenge adalah sebuah kegiatan atau tantangan yang dirancang untuk mendorong mahasiswa agar lebih aktif dalam menulis, melalui pendekatan yang terstruktur dan kreatif. Dalam kegiatan ini, mahasiswa akan diberikan tantangan untuk menulis artikel secara individu, mulai dari pembuatan headline, lead paragraph, hingga body paragraph. Mahasiswa diharapkan dapat menyusun artikel dengan jelas dan efektif, sehingga dapat mengasah keterampilan menulis dan memperdalam pemahaman mereka tentang struktur penulisan yang baik.
Tujuan Games	Tujuan dari games writing challenge tersebut adalah untuk melatih keterampilan mahasiswa dalam menyusun artikel yang terstruktur dengan baik, mulai dari headline, lead paragraph, hingga body paragraph. Selain itu, kegiatan ini juga bertujuan untuk menguji dan memperdalam pemahaman mahasiswa terhadap konsep-konsep penulisan yang telah dipelajari, khususnya dalam konteks pembuatan artikel yang menarik dan efektif. Dengan demikian, mahasiswa dapat meningkatkan kemampuan menulis mereka secara individu dan lebih siap menghadapi tantangan dalam menulis artikel yang berkualitas.
Teknis Games	• Mahasiswa akan disediakan dua poster, dan masing-masing mahasiswa akan menulis satu poster. • Sebelum memulai, mahasiswa akan melakukan pembagian poster dengan cara berhitung bergiliran 1-2. • Mahasiswa dengan urutan ke-1 akan menulis poster 1, sementara mahasiswa dengan urutan ke-2 akan menulis poster 2. • Setelah pembagian poster selesai, mahasiswa diberikan waktu untuk menulis poster sesuai dengan urutannya. • Setelah waktu habis, dua mahasiswa yang telah menulis dapat mengajukan diri untuk diperiksa hasil pengerjaannya (satu mahasiswa menulis poster 1 dan satu mahasiswa menulis poster 2). • Jika tidak ada mahasiswa yang mengajukan diri, maka akan dipilih secara acak untuk pemeriksaan hasil tulisan. **Note** : poster akan dikirim ke grup telegram Bahasa Inggris
Waktu yang diperlukan	30 menit. • 20 menit untuk mengerjakan. • 10 menit untuk evaluasi.

Poster 1	Kutipan
	Mutia (ketua penyelenggara acara) : "Acara ini bertujuan utama mempererat tali silaturahmi antar umat muslim di Kanada dan berbagi kebahagiaan dengan sesama. Harapannya semua warga yang hadir bisa menikmati acara ini." → ubahlah menjadi kutipan langsung.
Poster 2	**Kutipan**
	Alya (peserta yang mengunjungi acara) : "This is first time I celebrate Eid al-Adha abroad. I am very happy to meet other Muslim communities. I also feel solemnity of the Eid al-Adha prayer and the sermon is delivered by Ustadz Syam." → ubahlah menjadi kutipan tidak langsung.

2. **READING**
FILL THE PRESENTER'S VACANCY.

Figure 3: Student's learning design and journal for student-led session

4.4.3 Autonomy in Learning Strategies

The student voice also answered the common learning strategies used during the learner-centered TELL approach learning experience. The common learning strategies were regular class review, independent speaking and writing practice, and conceptualizing the led-student learning design. The first main theme of student learning strategies was the regular English class (2-credit class) review. Some evidence was gathered from the students' voices, who said they prepared materials by re-understanding the previous materials. The unit review theme was coded from 6-unit review quotes from the students. The second popular strategies used were the chance of having independent speaking and writing practice. Most of the students experienced a great deal of production skill practice during the learner-centered TELL teaching in the led-student session. Six quotes were founded related to independence practice ranging from practice stimulation, and teaching make the students' comprehension improve as they think like teacher. The last strategy and the highest learning strategy was the moment when the students conceptualizing their led-study design. This

finding supported the idea of autonomous learning strategies activated from the Learner-Centered TELL approach.

4.4.4 Autonomy in Technology Use

Students' technological knowledge and mastery were also autonomously improved during the Learner-Centered TELL process. Most of them agree that utilizing AI, YouTube and other online sources help the, improving their English mastery and proficiency. The findings are as follows.

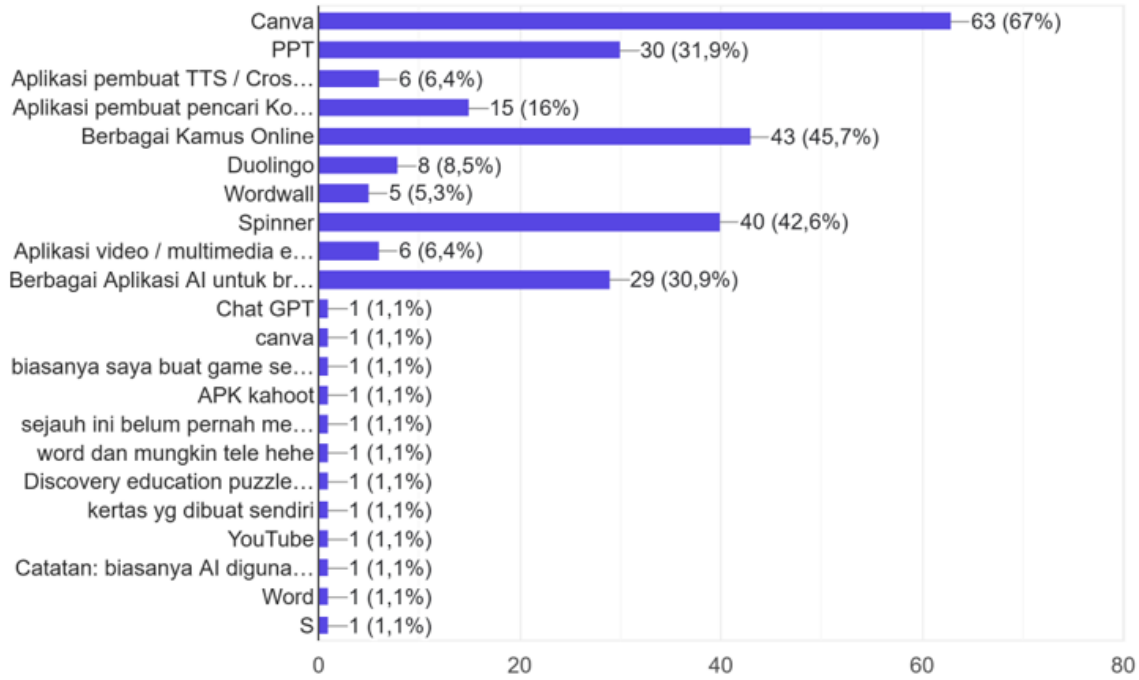


Figure 4: Student's selection of Technology-Enhanced Language Learning

4.4.5 Autonomy in Collaboration

The learner-centered TELL also accommodated autonomy in collaboration. Through this led-student session, they could actively participate with friends. Dialoguing, cross-checking, and discussing were some ways to comprehend the learning materials. This was more obvious when they designed the led-centered activity. During the design process, they accommodated students' voices through discussion as voiced in the following excerpt.

> *"I started constructing it on paper, including everything involved, such as the steps, timing, materials, format, and so on. Once it was completed, I **coordinated it with the leader** and other people to get their feedback. Once everything was confirmed, I could then proceed with the execution" [S-1]*
>
> *"Usually, an idea or concept is not developed as just one option. There may be two or three options, and all of them are **brought to the group discussion**. We then review them together to determine which one would be the most suitable." [S-2]*
>
> *"I **encouraged my friends** to be confident and to have a clear concept of what they wanted to present. One way I did this was by having them give the presentation twice so that they could experience the difference themselves." [S-3]*
>
> *"The pendalaman class was certainly very impactful because it allowed me to build **connections with my friends through teamwork**. It also allowed me to see the commitment and hard work of my classmates in using English, which **motivated me to***

> ***become more enthusiastic**. In addition, the games and enjoyable activities helped us **become more active** during the pendalaman sessions and **discover enjoyable and useful ways of learning to practise our English skills**." [S-4]*

4.4.6 Autonomy in Reflection

Students also showcased the reflection in autonomous ways taken from through the learning process and journal. From the students' journals, it was found that the students had full agency in deciding their learning difficulties, l earning needs/goal, and areas of improvement through reflection. They mentioned that self-reflection on what they did not know became the common starting point to set the learning goal and lead to purposeful practice. As mentioned by some of the students in the following excerpt:

> *"Before creating the game, I reflected on the difficulties I was experiencing and realised that I was not yet very proficient because I was not accustomed to forming sentences. Therefore, I practised this skill, which is why I chose a game that could help me become more accustomed to forming sentences." [S-5]*
>
> *"When I became a captain, the games helped me assess whether I had understood the concept well enough. When I realised that I had not understood it sufficiently, having already thought about the concept motivated me to find a solution so that I could understand it better. This enabled me to present a good game for my friends." [S-6]*
>
> *"I did not create it directly. Instead, I reflected on which parts I did not understand or which vocabulary I still found difficult. Those were the things that I incorporated into the material because, by preparing the material, I repeatedly encountered them and eventually became more familiar with them." [S-7]*
>
> *"I observed the difficulties experienced by most of my classmates in 3D, based on the issues they frequently asked about during the question-and-answer sessions." [S-8]*
>
> *"The process actually began with reflecting on and deeply considering the learning objectives that I wanted to achieve. Once I understood what the objectives were, I then started looking for and organising the learning materials." [S-9]*

5. Discussion

From a theoretical perspective, the findings of the learner-centered TELL study provide empirical support for social constructivism from Vygotsky (Adams, 2007) as the students experience a great deal of impact from meaningful learning experiences from social interaction among friends in an online synchronous ELT setting. In addition, the students' voices from this study, which mentioned that online teaching can still provide an authentic, meaningful learning experience, support other research (Emmerson, 2019; Hassan & Suprayetno, 2026; Prasetya, 2023). Furthermore, the socio-constructivism approach, which requires real social engagement to help students' meaning-making process, is accommodated by the use of CLT in ELT, as researched by Teh & Ho (2021). It is because this study also provided comprehensive analysis and evidence that from students' voice and classroom observations, the students improve their agility in learning English and improve their communicative competence within CLT framework support.

Secondly, the finding of the study has significant support on revisiting the TPACK that should allow teacher to accommodate students' learning autonomy and promote the English communicative competence as suggested in Figure 1:Autonomy-Oriented TPACK

Framework for Synchronous Hybrid ELT. In the learner-centered TELL approach, this study strengthens the findings from Biaddang & Caroy (2024), Setyaningsih (2020), and Yosintha & Yuniarti (2021), which support the teacher's appropriation in incorporating the learning design to activate communicative competence as well as promoting autonomous learning.

The findings also align with the TPACK concept that should balance the PCK, TPK, and TCK equally (Agustini et al., 2019; Lie et al., 2023) by allowing the students to integrate technology in their learning process during synchronous learning to achieve their communicative competence. Through Figure 1 theoretical framework revisitation, technology integration within synchronous teaching, and co-opting the comprehensive teacher's TPACK practice, the educator had an opportunity to increase students' responsibility for understanding English content, to have more enjoyable and meaningful interaction, and to boost confidence in using English for communication.

Through student-led activity, the teacher designed a 1-credit unit to allow students to experience autonomous learning through the activity of setting their personal learning target, designing learning material for their productive skill practice, conceptualizing the learning design, and actuating their learning plan to be presented in front of their friends. This move aligned with Benson's (2021) learning autonomy that was included in teacher pedagogical knowledge as one part of TPACK framework. The teacher's agency also covers independent practice both inside and outside the class through TELL activities that cover and contribute to the dimension of autonomy in learning strategies and the autonomy of technology use in the English teaching classroom. As elaborated in Figure 4: Student's selection of Technology-Enhanced Language Learning, the findings of this study also support the suggestion from Cahyono et al. (2024) who suggested some digital apps or platforms to improve students' engagement in English online teaching, even though their idea was extended and contributed to the implementation of rich TELL from students' point of view.

In detail, the learner-centered TELL teaching approach had stimulated students' agency in administering their learning goals, time, and management, and this finding supports Benson's (2001) learning autonomy Idea. It also allowed students to explore their learning strategies and content, such as their freedom in selecting learning materials, learning methods, practice, and others. Besides autonomy in management and strategies, this learning approach also stimulated students' autonomy in the technology used. As it cannot be avoided, students who were considered digital natives also had great Technological Knowledge and Practice. Therefore, the learner-centered Technology-Enhanced Language learning also provided technology-enriched learning experiences that were designed by the students to improve their English proficiency. The use of internet source material, generative AI, and learning apps was viewed as a chance to explore students' learning process beyond the classroom, and it might be shared with the other students in their class. The last 2 autonomies were autonomy in collaboration and reflection. These types of autonomy were actively stimulated through a learner-centered TELL teaching approach. This is because the students had experience collaborating with friends and reflected on their learning practice to set the upcoming learning goal, respectively.

Despite its great impact on stimulating learners' autonomy, the learner-centered TELL teaching approach has improved students' communicative competence. In the student-led session, the students experienced a real and meaningful learning journey as they use English

to lead and present their prepared learning activity during the student-led session. They also became more confident in using English since speaking in English is not seen as an exclusive skill due to their high frequency of practicing integrated English across skills. This continuation reduced their speaking anxiety and promoted agility in using English also reflecting the improvement of their communicative skills within content knowledge that should be well comprehended by the teacher as a part of TPACK.

Besides, the challenges that were faced by the students also demonstrated that hinder them from getting automatic learning autonomy. Challenges such as speaking anxiety, low confidence, and vocabulary & grammar limitations, and the solutions, have not been addressed in previous study (Muhammad, 2020; Yosintha & Yunianti, 2021). Therefore, this study provides a contribution from the students' challenges perspective that can support the concept of autonomous learning (Benson, 2001) as this study also addressed and provided empirical evidence of students' learning strategies.

To sum up, the learner-centered TELL approach implementation in this contextual teaching case received positive feedback from the students, both in improving students' communicative competence and stimulating autonomous learning within socio-constructivism. Over 80% of students showed the positive response of this teaching approach that can be used as evidence that this approach was supported by the student's voice. The students' voice on the positive impact of the learner-centered TELL teaching approach in their English learning journey also reflected the student's autonomy conceptualization proposed by Benson. They confirmed that, through the learner-centered TELL teaching approach in student-led sessions, they selectively chose their learning targets based on their reflection on their needs. This activity also encouraged students to collaborate with other students and the teacher, so that their experience in using English meaningfully was implemented.

Another interesting finding that can be discussed was the presence of a learning shift experienced by the students who undertook a learner-centered TELL approach through designing and performing student-led learning sessions. The shift occurred from the students' role as passive learners to active learners. In more detailed elaboration, the students shifted their learning stance from participation to responsible learning captains who had a role in reviewing, designing, and leading the learning target. In deeper analysis this shift had led to their autonomous learning responsibility that happened every learning cycle, starting from understanding, preparing, communicating, and delivering the designed learning activity. In conclusion, it can be taken into account that the autonomous learning process experienced by the learner-centered TELL approach had been stimulated and nurtured by the teacher in a structured general learning design that was comprehensively interpreted from the TPACK learning framework.

6. Conclusion

In conclusion, this study examined students' experience in attending an English unit with learner-centered Technology-Enhanced Language Learning in synchronous hybrid English learning. This study was bounded in a contextual setting where the students were introduced to this approach in a synchronous hybrid setting. Therefore, the findings of the study might not be used across teaching contexts. The findings demonstrated that this learning approach has unpacked the unrevealed TPACK implementation in the Indonesian context. As TPACK

only focused on showcasing and demanding teachers' technological competence, it unconsciously neglected and did not prioritize the content knowledge and pedagogical knowledge that are related to promoting students' communicative competence and autonomous learning, respectively. The findings also accommodated students' voices on the implementation of learner-centered Technology-Enhanced Language Learning (TELL), which contributed to their greater autonomous learning experience. In specific concept, their autonomous learning experience promoted deep understanding on material because it raised their learning responsibility, content understanding, learning strategies and many others.

In addition, there were also challenges and solutions that were faced by the students who were experiencing this learning approach in a contextual setting. The challenges they encountered ranged from High speaking anxiety and low speaking confidence, Limited English language communicative competence, Difficulty in autonomously designing the learning activity, uneven student participation during the student-led session, and technical problems. However, they also came up with solutions to overcome these issues as a result of their learning agency by doing (1) Persistent self-learning and practice, (2) improving collaborative learning, (3) finding external support, (4) developing self-confidence, and (5) Self-preparation and comprehensive concepting. Since this study is limited by a certain context and setting, the findings of this study might not be applicable in a general teaching context. Therefore, future research related to examining students' voice in other learning modes, such as asynchronous or fully online learning settings, can be investigated further.

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