

General English Pre-Intermediate Implementation: Learning Resources for Local and International Students

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Abstract. The study aims to identify the learning resources that are employed in a language center at Indonesia's oldest university both for local and international foreign students. The study uses descriptive qualitative as the main approach through interviews with an English teacher coordinator and learning resources documentation analysis. The interview data and documents were analyzed through thematic analysis. The findings revealed that there is consideration of both types of classes in the same class, the study findings indicate that the instructional materials used for them are typically similar. Teachers still face difficulties since international students must attend classrooms where the bulk of the students speak Indonesian even though they still struggle to understand the language. In addition, this Pre-Intermediate program makes use of digital instructional resources. This is done since textbook-based teaching materials are viewed as being out of date and becoming less and less relevant to modern advancements. To help teachers improve their lesson plans and make them more relevant in the future, it is believed that the research's findings would be useful as evaluation material.

Keywords: *General English, Learning Resources, Local and International Students*

Introduction

In today's rapidly evolving educational landscape, the role of learning resources has become increasingly crucial. As society progresses and technology reshapes how we gather and process information, educators face the challenge of providing effective tools to facilitate learning. Despite significant advancements in educational theory and pedagogy, many teachers and coursebooks still lean heavily on intuitive and eclectic approaches (Tomlinson, 2020). This persistence can be attributed to various factors. Traditional teaching methods often prioritize personal intuition over evidence-based practices, perpetuating reliance on familiar instructional strategies. However, research shows that learning tools significantly impact student achievement (Brown, 1995; Brown, 2001; Brown, 2007; Tomlinson, 1995), highlighting the urgency of investing in high-quality resources to meet diverse student needs and enhance engagement. Addressing this reliance on intuitive methods underscores the ongoing need for professional development and support, encouraging educators to embrace evidence-based practices and elevate the quality of instruction.

Experts in the field of English teaching highlight the distinct dynamics that local and foreign students bring to a beginner English class. According to Harmer (2007), the mix of local and foreign students creates a rich, multicultural learning environment that can enhance the educational experience. Local students often have some passive exposure to English through media and education, which can give them a slight advantage in terms of familiarity with the language. Conversely, foreign students contribute diverse linguistic and cultural perspectives, which can foster a more global understanding of English usage and application. Brown (2001) emphasizes the importance of inclusive teaching strategies to

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accommodate this diversity, such as differentiated instruction and culturally responsive materials. Furthermore, Krashen's (1982) input hypothesis suggests that interaction between local and foreign students can provide meaningful, comprehensible input that is crucial for language acquisition. Thus, the interplay between local and foreign students in a beginner English class, when effectively managed, can significantly enhance the learning process by combining diverse experiences and perspectives.

In line with the importance of a teacher's role in creating teaching materials in class (Brown, 1995; Brown, 2001; Brown, 2007; Tomlinson, 1995; Tomlinson, 2020), teachers are expected to demonstrate creativity in utilizing learning resources to craft engaging and enjoyable learning experiences for students (Tomlinson, 1995; Tomlinson, 2020). Brown (2001) posits that course books function as resources for achieving predefined learning objectives based on learners' needs, while Pasaribu (2022) emphasizes the crucial role of well-designed textbooks in maintaining student interest. Furthermore, it is advocated that textbooks should be supplemented with additional resources to enrich education (Linse, 2005). For instance, instructional films can offer fresh perspectives, while appealing worksheets provide opportunities for practical application of newly acquired skills. According to Harmer (2001), students' comprehension is influenced not only by auditory inputs but also by visual, tactile, and interactive elements. Therefore, integrating diverse resources aligns with the principles of multimodal learning and accommodates various learning preferences and styles. As Brown (2001) notes, textbooks remain a cornerstone in language education, illustrating their enduring popularity among educators.

This research will be substantiated by several prior studies, offering critical insights into the analysis and utilization of learning materials. Jassim and Jassim (2021) posit that the thorough examination of materials is paramount, as it sheds light on the appropriateness of specific teaching pedagogies. Furthermore, their study delves into the investigation of learning resources employed by educators for both local and international students in implementing General English Pre-Intermediate. Considering the evaluation of the textbook as a fundamental aspect of this research, it will entail the meticulous collection and assessment of data to make informed judgments, aiming to enhance decision-making processes (Jahangard, 2007). Moreover, this study will encompass the evaluation and implementation of the textbook, aiming to gauge its efficacy and suitability for educational purposes, aligning with the critical assessment advocated by Tomlinson (2011). By synthesizing these perspectives, the research endeavors to offer a nuanced understanding of the role of learning resources in language education and their impact on teaching and learning outcomes.

In 2016, Rosyida conducted a study titled "Teachers Perception Toward the Use of English Textbooks." A qualitative study is used to gather data and understand it. The case study examines several issues, one of which is the challenges involved in selecting, analyzing, organizing, comprehending, and integrating English textbooks. She discovers that professors have a key role in applying the course book throughout the lesson. It is suggested that teachers make thoughtful decisions and make sure the resources used closely reflect the curriculum and the needs of the pupils. The teachers also assert that they use additional worksheets to give their students more diverse exercises. She believes that teachers should have the freedom to develop extra materials and change or adjust the elements in the textbook to assist learning, advance students' knowledge, and motivate them, even if students are generally satisfied with the textbooks they choose. Also, assert that they use additional worksheets to give their students more diverse exercises.

Next, Handayani (2021) conducted a thesis titled The Evaluation of English Textbook Interactive English 1 for Seventh Grade of Junior High School Published by Yudhistira. This qualitative research found that the textbook covers most of the sub-aspects of content. She adds that the teachers who will utilize a textbook should provide authentic and current materials for additional learning resources and arrange more activities that will stimulate the students' thinking skills. Moreover, Septiana et al. (2020) found that teachers have positive attitudes toward the use of the Super Minds textbook. Besides, they can present the materials well and implement them with relevant learning resources. Somehow, they believe

that teachers have to prepare the teaching and assessment activities well. Hence, Learning resources are crucial to the learning process because having access to sufficient learning resources will aid teachers and students in aiding the learning process and achieving the established learning objective. Moreover, Jassim and Jassim (2021) conducted a paper entitled evaluating English for Iraq textbook grade 5 in terms of textbook quality standards. The study was conducted to compare the pupils' book and activity book of American Council for Teaching of Foreign Language (ACTFL) standards. The data was gathered statistically through the questionnaire with the English The data of Unit 8 was analyzed descriptively. It is discovered that the English book already meets the standard of ACTFL for communication, cultures, connections, comparisons, and communities. Also, it meets the 5 match cultures and connections standards largely whereas it matches communications, comparisons, and communities moderately.

Therefore, before beginning to teach, a teacher must first do all of the necessary planning. In general, teachers' success in the classroom is largely dictated by the preparedness of their lesson plans. When something is carefully planned, the end product will be good. Teaching materials are one of the things that a teacher must prepare before carrying out learning in class. Because instructional materials contribute significantly to the success of learning implementation. Teaching materials organized in this manner, per existing provisions and systematics, will be extremely beneficial to teachers and students during the teaching and learning process. Moreover, learning evaluation is critical for determining the effectiveness of a learning system adopted by educators. Because failing to do an evaluation means that an instructor has made no progress in building a learning system. Besides, students naturally want to hear something new every day (Kearney, 2013). In other words, the teacher's evaluation seeks to determine whether or not students have mastered the information being taught. Furthermore, whether or not the teaching activities carried out conform with what is expected. However, However, there has been no research on learning resources carried out in English courses where there are two types of students at once, namely local and international students.

Theoretical Framework

Learning Resources

According to experts, learning resources in English teaching activities encompass a wide range of materials and tools that facilitate language learning and instruction. Harmer (2007) defines course books as essential tools that provide valuable explanations and exercises. Brown (2001) identifies textbooks as the most common teaching materials used in language classes. O'Neil (1982) describes textbooks as the core component of any English program, supplying critical language input for learners. Harmer (2001) also emphasizes the importance of worksheets in enhancing student understanding through simple and effective activities. Handayani (2021) highlights the necessity of integrating authentic and current materials with textbooks to enrich the learning experience. Pasaribu (2022) underscores the significance of an appealing textbook design in maintaining student interest. Additionally, Al Farid and Damayanti (2022) stress the importance of incorporating digital tools, reliable internet connectivity, and online platforms in lesson planning. Collectively, these expert opinions suggest that learning resources in English teaching include both traditional materials (like textbooks and worksheets) and digital tools, which are essential for engaging students, providing structured learning, and supporting diverse educational needs.

The Importance of Learning Resources

Learning resources are crucial in teaching English, as emphasized by several experts. According to Harmer (2007), well-designed course books provide valuable explanations and exercises, making them indispensable in language classes. Brown (2001) also highlights that textbooks are the most common teaching materials used. O'Neil (1982) underscores the importance of textbooks as they form the core of any English program, providing essential language input for learners. Harmer (2001) suggests that various

worksheets can enhance students' understanding through simple and effective activities. Handayani (2021) points out that teachers should use textbooks along with authentic and current materials to enrich learning experiences and organize more engaging activities. Pasaribu (2022) adds that a well-designed textbook, both in terms of cover and content, is crucial for maintaining student interest. Additionally, Al Farid and Damayanti (2022) emphasize that teachers should pay close attention to each component of the lesson plan, including gadgets, online platforms, internet connections, and online resources. These perspectives collectively show that learning resources not only support structured learning but also engage and motivate students, facilitating a more effective and dynamic English teaching process.

Text-based learning resources

According to Harmer (2007), course books usually include explanations and exercises that are very useful. They are the most common teaching materials in language classes (Brown, 2001). O'Neil (1982) stated that textbooks are essential to any English program because they provide the main language input for learners in the classroom. Teachers can use worksheets to help students understand better by providing simple activities (Harmer, 2001). Textbooks also serve as a reference for students' learning and track their progress (O'Neil, 1982). Handayani (2021) suggests that teachers should use textbooks along with authentic and current materials and organize more activities. Pasaribu (2022) notes that a good textbook should have an attractive design both on the cover and inside. In conclusion, textbooks are the main guide for teaching and learning activities, playing a fundamental role in providing English language input. Modern textbooks now include multimedia elements, interactive exercises, and digital supplements to support active learning and align with educational theories to enhance student understanding and engagement.

Digital learning resources

According to Dash (2022), digital learning resources for English teaching encompass various online tools, software, and multimedia content designed to enhance language acquisition and literacy skills. These resources, such as interactive websites, educational apps, virtual classrooms, and digital textbooks, can increase student involvement and energize and empower students to learn. Lessons delivered via the internet—a complex and rapidly expanding network of interconnected computer networks (Kearney, 2013; Rennie & Smyth, 2020)—leverage these digital tools effectively. Learning resources may include print and non-print materials; audio, visual, electronic, and digital hardware/software resources; and human resources like a cassette, CD-ROM, or video (Harmer, 2001; Tomlinson, 2012). The importance of these resources has been especially evident during the COVID-19 pandemic (Al Farid & Damayanti, 2022). Current theories in digital pedagogy, such as the Community of Inquiry framework and Connectivism, emphasize the significance of interactive and collaborative learning environments. These theories advocate for the use of technology to facilitate communication, critical thinking, and personalized learning experiences, making digital resources a dynamic and flexible approach to English language teaching, catering to diverse learner needs, and promoting effective language acquisition.

Other Learning Resources

Handayani (2021) underscores the importance of integrating authentic and current materials alongside textbooks, while Pasaribu (2022) emphasizes the significance of appealing supplementary resources in maintaining student interest. By incorporating digital tools, audio-visual aids, reading materials, and collaborative platforms, educators can create a dynamic learning environment that caters to diverse needs. O'Neil (1982) suggests the necessity of supplementing textbooks with various resources, while Harmer (2001) and Linse (2005) highlight the role of visuals in enhancing linguistic skills, and Al Farid & Damayanti (2022) stress the importance of technology in lesson planning. Furthermore,

Harmer (2001) recommends the use of worksheets, flashcards, and drawing boards to engage students, while Tomlinson (2011, 2012) suggests incorporating magazines, newspapers, novels, and articles to improve writing skills. Additionally, incorporating essay tasks allows learners to express themselves effectively (Tomlinson, 2011, 2012). Despite the variety of resources available, Harmer (2007) emphasizes the importance of using relatable materials to enhance student learning.

Textbook: General English-Pre Intermediate

The General English (GE) program is designed by a language center at one of the Universities in Bandung, Indonesia. It aims to fulfill the needs of those who want to learn and improve their communication skills in English, both spoken and written, in the day-to-day context. The program is designed with communicative and interactive learning concepts to provide participants with interesting and stimulating activities to practice and use the language meaningfully. The program is offered in five levels (elementary, pre-intermediate, intermediate, upper-intermediate, and pre-advanced), each of which lasts for 8 sessions of 100 minutes each (4800 minutes or 80 learning hours total). In this study, the researcher will be focused on two classes of pre-intermediate level. These classes are under two different teachers who assist each other both local and international students. Each class will have 10 maximum numbers of students. The classes are held on Tuesday and Wednesday starting at 16.40 until 18.00 WIB. The textbook is published by the university publisher but the teachers can develop any other learning resources to use in the class Brown (2007) notes that teachers have a crucial role in developing and using materials.

Materials and Method

Data Collection Procedures

The data collection process was conducted over one month during the second semester of the 2023 academic year. Data were gathered through an in-depth interview and a textbook checklist based on Sheldon's (1982) framework. Following the data collection, the researcher provided a comprehensive description of the fundamental structure of the informant's experiences. The collected interview data and documents were then subjected to thematic analysis. The findings underscore that descriptive qualitative research necessitates a deep understanding of the material, achieved through meticulous data collection and analysis (Creswell, 2012; Merriam, 2009).

Instruments

In this study, the researcher employed two data collection methods: interviews and document analysis using a checklist. According to Merriam (2009), meaning, understanding, and insights relevant to the research problem can be derived from interview transcripts, field notes from observations, and various documents, including web data. Interviews were conducted with both the international class teacher and the local class teacher to gather comprehensive information regarding the learning resources utilized at the same level. The interview questions were adopted from Spratt et al. (2005) and comprised direct inquiries about the participants' experiences, opinions, feelings, and knowledge. These qualitative data included detailed descriptions of people's activities and behaviors (Merriam, 2009). Additionally, the researcher utilized a textbook checklist based on Sheldon's (1988) framework to examine the textbook titled "General English Pre-Intermediate" used in the class. The analysis focused on the images, text, and content of the textbook to gather further information.

Site and Participants

This study was conducted in a General English Pre-Intermediate level class at a language center associated with a university in Bandung, Indonesia. The class included a diverse group of students, comprising both local and international participants. For this research, a participant was deliberately selected who held dual roles as the English program

coordinator and an English teacher. This strategic selection aimed to provide in-depth insights into the instructional methods and resources used within this educational setting, leveraging the participant's comprehensive perspective and expertise in the program's implementation and pedagogical practices.

Results and Discussion

Results

Textbook

In the execution of teaching and learning activities within the classroom setting, the educator has adopted the utilization of a textbook titled "General English Pre-Intermediate Level." To systematically gather pertinent data regarding this instructional resource, the researcher employed a method of document analysis, utilizing a comprehensive book checklist developed by Sheldon (1982). By adhering to established academic protocols and utilizing validated assessment tools, the researcher ensured the rigor and reliability of the data collection process, facilitating a nuanced understanding of the textbook's efficacy and suitability for educational purposes within the specific instructional context.

"... We have one module which is hmmm for levels, there are five levels at GE, at our institution, yeah. The first is elementary, it is pre-intermediate, then there is upper intermediate, and the last one is pre-advance each level has its module which has been written by one of our instructors as well as staff at our institution and has on the ISBN right. So this is already a book that we made, hmmm what is it, so this book has become a book. And every level, even every program has a different book...."

Also revealed is that the team coordinator said that this book has been used in this institution for a very long time. Additionally, they offer books for every level, so there is never a shortage of textbooks. It was also written and implemented for the Pre-Intermediate level of the General English course book.

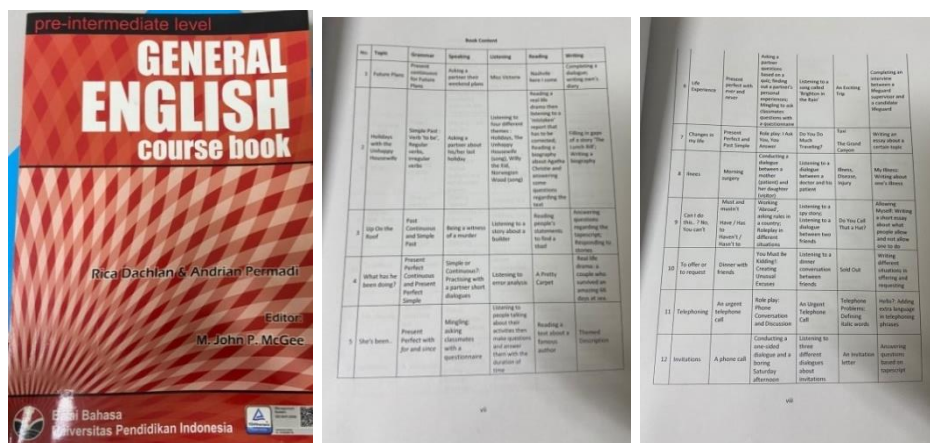


Figure 1.
Textbook for General English

This book displays clearly and has decent paper quality. Also, this book has given readers enough useful information that it is simple to locate sub-chapters on each page. A total of 12 chapters in this book, and will be covered in 21 meetings. This book's educational goals have also been met. The coordination team claimed that the book was not visually appealing, so it only included language and images in black and white, which made the book less engaging. While, one prerequisite for a good book is that the textbook has a visually appealing design or layout, both on the cover and inside the book (Pasaribu, 2022). The textbook, according to O'Neil (1982), is the clear center of any English program and the primary source of language instruction for students in the classroom.

Table 1.
Textbook factual details by Sheldon 1982

Title	:	Pre-Intermediate level: General English course book
Authors	:	Rica Dahlan & Andrian Permadi
Publisher	:	Balai Bahasa Universitas Pendidikan Indonesia
Price	:	Included in the class's price
ISBN	:	978-602-97459-4-8
No. of Pages	:	165
Components	:	SB/TB/Tests/Cassettes/Video/CALL/
Other	:	None
Level	:	Pre-intermediate
Physical size	:	30x25 cm
Length	:	30 cm
Units	:	2
Lesson/Section	:	24
Hours	:	1 hour & 40 mins (100 mins)
Target skills	:	Speaking, Listening, Writing, Reading, and Grammar
Target learners	:	18-50 years old
Target teachers	:	experienced English teachers

According to Brown (2001), textbooks play a pivotal role in language education, serving as comprehensive resources for achieving predefined learning objectives. Furthermore, Tomlinson (2020) emphasizes the importance of selecting textbooks that cater to diverse learner needs and preferences, promoting engagement and facilitating effective language acquisition. This textbook is designed to accompany students aged 18 to 50 enrolled in the course, encompassing a total of 165 pages and bearing a recognized ISBN. It addresses essential language skills, including speaking, listening, reading, and grammar, aligning with the principles of communicative language teaching advocated by Brown (2007) and the emphasis on a balanced approach to language learning promoted by Tomlinson (2020). The book's user-friendly design, characterized by a straightforward writing style, clear fonts, and well-organized headings, reflects Tomlinson's (2020) emphasis on the importance of usability and accessibility in instructional materials. Additionally, its compact size facilitates portability, aligning with the need for practical and convenient resources in language education. However, it is noted that the book lacks supplementary learning resources such as cassettes, videos, or audio materials, highlighting the importance of integrating multimedia elements to enhance learning experiences, as suggested by Brown (2001).

"...to implement books for each level because at one level there are 24 meetings minus 3 progress tests so for effective learning there are 21, that means yes. So every 7 meetings, the 8th meeting is a progress test. The teacher is welcome to see, and map the learning of the KBM for 21-24 meetings..."

Furthermore, each instructor has her unique approach to utilize this book in the classroom as well. It's only that this institution has guidelines for using this book in class as well.

"...so for them, we have various teaching arrangements, for example, there is one class taught by one teacher or it could be team teaching or one teacher meets the class one time the next day by another teacher..."

The coordinator used to pair up the teachers for they to use the book in class. As a result, they have a variety of teaching arrangements, such as having one teacher teach a single class, team teaching, or having one teacher meet with the class once before having a

second teacher teach it the following day. Therefore, one or two teachers must evaluate the syllabus and the book's suitability.

"...and they are allowed to modify, not modify books, but modify teaching materials. Yes, they are even required to send out a lesson plan, complete with the lesson plan later whether they have the latest handouts..."

Every instructor must also exercise creativity when utilizing their resources. Because even though they may have used the same book and taught from it multiple times, there may have been updates that included new handouts, slides, or other materials. As a result, they now have references for what to teach and what resources the material comes from. In light of this, the book is simply meant to serve as a general guide for teachers, ensuring that every class works toward the same objectives while utilizing flexible teaching strategies and resources. So that the activities are all different later in class and later in practice.

"...the difficulty, for example, is this, this book took quite a long time from when I first entered it, and it was already available around 2014/2015, that's how it is. So, sometimes, there are teenagers who are general English, right, so this class is opened from high school, maybe high school students now don't know some content or some stories..."

She noted that several people, particularly high school students, believed that this book was irrelevant. This book's material is rather dated considering that it was written in 2011. According to Handayani (2021), teachers who use textbooks should set up extra exercises and provide authentic, up-to-date materials as supplemental learning tools. Somehow, the humor in this book might not be age-appropriate, current, or relevant, therefore the instructor is free to choose another text to use in class as long as it has the same objective, language focus, or overall topic.

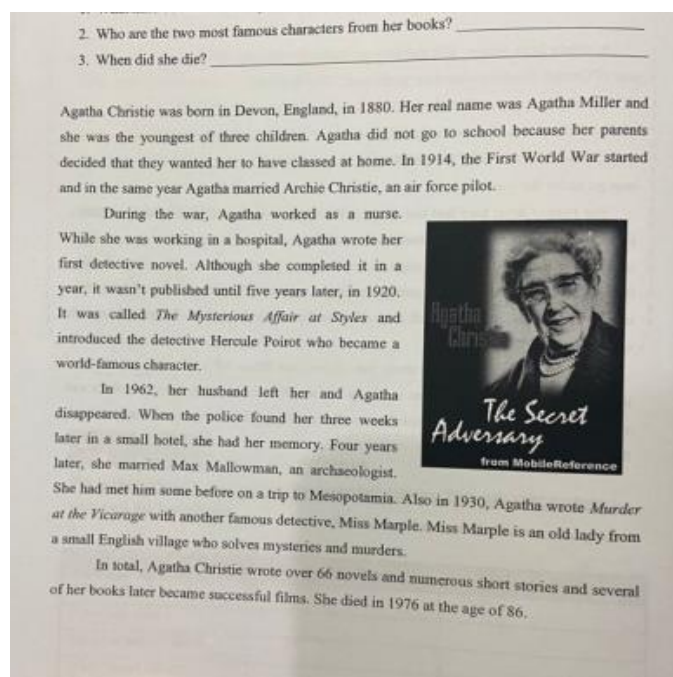


Figure 3.
Text example in the book

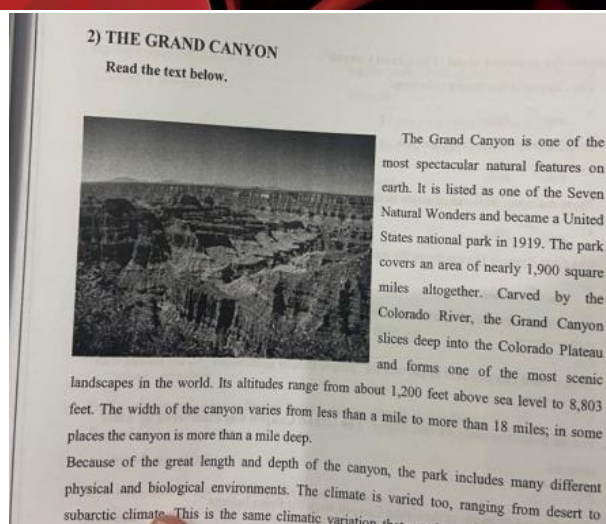


Figure 4.
Text example the book

The diverse discourse depicted in the two images above presents a notable challenge for educators, particularly when students aged 18 to 25 are unfamiliar with the historical figure depicted in Figure 3. In addressing this challenge, instructors may need to allocate additional time to provide explanations, allowing students to familiarize themselves with the subject matter if the reading material featuring such figures is utilized. This observation aligns with Brown's (2001) theory on the importance of textbooks as comprehensive resources for achieving predefined learning objectives. Additionally, Tomlinson's (2020) emphasis on selecting textbooks that cater to diverse learner needs and preferences underscores the significance of choosing materials that are accessible and engaging for students. Rynanta and Ruslan (2013) argue that learning materials rich in relevant content and themes are more likely to capture students' interest and engagement, supporting the notion that textbooks can effectively hold students' attention due to their comprehensive and knowledge-rich nature. Furthermore, incorporating recent and culturally relevant texts into the curriculum may facilitate easier comprehension and discussion among students, aligning with Tomlinson's (2020) recommendation to select materials that resonate with learners' experiences and interests.

Additionally, the study discovered that both local and international students received identical instructional materials.

"Then, there are fresh graduates but they are foreigners, men, yes, from Tajikistan, then there are also those from Timor Leste whose women are currently taking their Masters, and the others are undergraduate and graduate students. So we use the same teaching materials for them"

She added that in her most recent class, which had about 10 pre-intermediate pupils, there were 24 meetings held twice a week for one level. Thus, the course will be completed in three months. Three of the initial 10 students were male, while the remaining eight were female. Registration began with high school, and we had two high school students—one in grade 10 and one in grade 11 if I'm not mistaken. Because it will encourage them to speak English in class, using the same teaching materials for both domestic and foreign students will increase the success of learning English.

Digital Learning Resources

In gathering this data, the researcher utilized an interview with the English teacher coordinator. The researcher will use the interview questions adopted from Spratt et al. (2005) that consist of direct questions from people about their experiences, opinions,

feelings, and knowledge collected through interviews to make up qualitative data, as do detailed descriptions of people's activities, and behaviors. It is undoubtedly encouraging to increase their digital literacy as a source or a learning tool in the classroom in this all-digital world. Digital literacy is equally crucial for the teachers in this institution. Consequently, the following instructional resources are digital ones that teachers use in the classroom.

"...usually, there are resources that we get from the internet, there are websites that, for example, are often taken and opened. British Council learning English... apart from that, we also have e-books with examples like this, like reading extra, maybe you already know. Listening extra, there are lots of e-book lists."

Today's digital age, however, encourages teachers to use a wider variety of educational resources. This institution also goes through it (Dash, 2022). He claimed that they frequently used teaching resources from the *British Council* to bolster listening instruction for kids. Also utilized to help learning are Reading Extra and Listening Extra. Slides that are frequently distributed to students also frequently use images from Google

List of games	Function	Key structure
1 Tower block	1 <i>describing habits</i>	1 <i>present simple</i>
2 Whatsitsname?	2 <i>describing objects</i>	2 <i>relative clauses</i>
3 The three wishes game	3 <i>expressing wishes</i>	3 <i>wish</i>
4 Relatively speaking	4 <i>defining</i>	4 <i>relative clauses</i>
5 Lifeswap	5 <i>describing lifestyle and habits</i>	5 <i>present simple</i>
6 Matchmaking	6 <i>describing character, tastes and habits</i>	6 <i>present simple</i>
7 Whose?	7 <i>describing people</i>	7 <i>whose</i>
8 Alien	8 <i>reporting past events</i>	8 <i>mixed past tenses</i>
9 Sci-fi dominoes/Fairytale dominoes	9 <i>narrating</i>	9 <i>mixed past tenses</i>
10 Crossed lines	10 <i>asking for information</i>	10 <i>question forms</i>
11 Ideal homes	11 <i>describing places</i>	11 <i>adjectives for place</i>
12 Good news, bad news	12 <i>reporting past events</i>	12 <i>past simple</i>
13 Good intentions or The road to hell	13 <i>stating intentions</i>	13 <i>going to</i>

Figure 5.
Reading Extra

In light of Jassim and Jassim's (2021) assertion regarding the importance of digitalizing learning materials, it is imperative to consider the incorporation of digital resources into the educational landscape. By digitalizing learning materials, educators can leverage platforms like Reading Extra, which offers a diverse array of reading genres to teach grammar, writing, speaking, and reading skills. This approach not only enhances accessibility but also enables customization to meet the individual needs of students, aligning with the principles of personalized learning advocated by contemporary theorists such as Tomlinson (2020). Moreover, the availability of detailed lesson plans and instructional resources for games further enriches the learning experience, fostering engagement and making learning more enjoyable, as suggested by Brown (2001). By embracing digital resources and supplementing traditional teaching materials with interactive and adaptive learning tools, educators can create a more dynamic and effective learning environment, catering to the diverse needs and preferences of modern learners.

Additionally, this kind of instructional material will not be used at every meeting but rather under the guidelines in the General English textbook. If reading or listening and learning go hand in hand, Reading Extra or the British Council will provide additional reading. For teachers to adapt the educational materials they employ to the needs of their students. Teachers can also substitute teaching resources from Reading Extra, the British Council, or other sources for those that are thought to be inappropriate for young students.

"...from us is the general English one. Therefore, I prefer to use the 100 minutes to chat or something, or at a meeting or in the early minutes, let's see the book. I see what page the book is on, what the topic is, and what language focus we are discussing. However, usually they don't use books anymore..."

Students who want to practice speaking English should take this module. Although the textbook has all the necessary skills, the team coordinator instructs the instructor to concentrate on improving the pupils' English speaking abilities. As a result, they encourage students to speak up a lot in class because they are exposed to a lot of English during those 100 minutes, and the instructor may utilize this as an opportunity to improve the student's speaking abilities.

A cassette, CD-ROM, or video (Tomlinson, 2012;2020) are examples of learning resources that can include but are not limited to, print and non-print; audio, visual, electronic, and digital hardware/software resources; and human resources. On the other side, Berge and Clark (2005) and Al Farid and Damayanti (2022) claimed that if we overly rely on technological resources, pupils' motivation levels may drop. To prevent a decline in enthusiasm for class activities, teachers should ensure that the volume of digital learning resources is still manageable and distributed appropriately.

Other learning resources

The teacher employs various types of teaching materials in addition to textbooks and online learning resources to complete the module's teaching materials. It certainly makes teachers aware that supporting learning activities with various types of digital teaching materials is anticipated to facilitate more varied learning with the aid of additional instructional resources created by the university and the academic staff.

"...so every year at our place we make or renew the syllabus that we have. So in this syllabus, at this level, what makes it is the teaching team and the English language coordinator here, usually they already have it so what is the material..."

No	Indikator Capaian Pembelajaran	Topik	Bentuk Pembelajaran	Materi	Rujukan
1	Siswa mampu mendeskripsikan rencana mereka ke depannya	Unit 1 Future Plans	Speaking: Asking a partner their weekend plans Listening: "Miss Victoria Reading: "Nashville Here" Writing: Completing a dialogue; writing own's diary	Grammar: Present Continuous for Future Plans	Textbook: General English Level Pre-Intermediate (Textbook Balai Bahasa UPI) Websites: Teach-this.com En.iscollective.com

2	Siswa mampu berdialog mengenai liburan	Unit 2 Holidays with the	Speaking: Asking a partner about his/her last holiday Listening: Listening to four different themes: Holidays, The Unhappy Housewife (song), Willy the Kid, Norwegian Wood (song) Reading: Reading a real life drama then listening to a 'mistaken' report that has to	Grammar: Simple Past : Verb 'to be', Regular	Textbook: General English Level Pre-Intermediate (Textbook Balai Bahasa UPI) Websites: Teach-this.com En.iscollective.com
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Figure 6.
Syllabus

The teacher can continually enhance the curriculum by incorporating additional materials and resources each year, evolving the textbook into the primary resource for the first year, and then expanding it with supplementary materials or grammar resources in subsequent years. Alongside traditional textbooks, educators utilize websites to access a plethora of resources, activities, handouts, and exercises, regularly evaluating and updating their selections to ensure relevance and effectiveness. This iterative process of evaluation and adaptation aligns with Pasaribu's (2022) emphasis on the importance of regularly

assessing and updating educational materials to meet the evolving needs of students and the changing educational landscape. By providing multiple pathways to mastery, educators enable diverse learners to fully engage with and absorb lesson content, as advocated by Kearney (2013). Additionally, while coordinators may provide templates for modules, teachers retain autonomy in determining the most effective ways to present content based on curriculum requirements and educational references.

Discussion

In the rapidly evolving landscape of education, the continuous enhancement and adaptation of teaching resources are paramount for fostering effective learning environments. According to the findings, each level of the book must be implemented considering there are 24 sessions per level, with 21 meetings necessary for optimal learning, excluding the 3 progress tests. A progress test is held after every seven meetings, encouraging teachers to map the learning process over 21–24 sessions. This flexible teaching arrangement allows for single-teacher classes, team teaching, or alternating teachers, necessitating an assessment of the syllabus and the book's suitability by one or two instructors.

In line with this, the institution initially supported digital learning by providing computers for instructors to upload lesson plans and teaching materials, accessible to all teachers. However, due to the discontinuation of providing personal computers, teachers now must collect and share resources through the coordinator team. This scenario underscores the critical role of technology in enhancing educational delivery and student engagement. Kearney (2013) posits that technology can significantly boost classroom engagement, motivating and empowering students to learn. However, he also warns that excessive use of technology might lead to passive learning, affecting students' retention and comprehension. Thus, the optimal use of technology in classrooms is crucial for fostering active learning and ensuring students fully grasp the material.

The strategic integration of both traditional and digital resources, supported by regular evaluation and updates, remains essential for dynamic and effective educational environments. Jassim and Jassim (2021) emphasize the importance of digitalizing learning materials, which allows resources like Reading Extra to serve as comprehensive tools for teaching key language skills. This aligns with Tomlinson's (2020) advocacy for personalized learning, where materials are tailored to meet individual student needs. Additionally, Pasaribu (2022) underscores the necessity of continually assessing and updating educational materials to maintain engagement and relevance.

Moreover, providing multiple pathways to achieve educational outcomes, as suggested by Kearney (2013), ensures that all students can fully engage with and understand lesson content. While coordinators may provide templates, teachers need to have the autonomy to adapt these resources to better suit their students' needs, ensuring a more engaging and effective learning experience.

In conclusion, the findings highlight the importance of flexible and comprehensive teaching arrangements, the integration of digital resources, and the optimal use of technology. By aligning with contemporary educational theories and practices, educators can create an engaging and effective learning environment that meets the diverse needs of modern students.

Conclusion

The effective integration of both traditional and digital resources, along with their regular evaluation and updating, is essential for creating dynamic and engaging learning environments. The institution's approach of applying the same material for both local and international students ensures consistency and inclusivity, allowing for a uniform learning experience across diverse student populations. Flexible teaching arrangements, such as team teaching or alternating teachers, and the thoughtful use of technology, play a crucial role in meeting the varied needs of students and enhancing their overall learning

experiences. This approach is supported by contemporary educational theories, which emphasize the importance of personalized learning and the optimal use of technology to foster active engagement and comprehensive understanding. By aligning teaching practices with these modern theories, educators can ensure that their instruction remains relevant, engaging, and effective in promoting academic achievement and a deeper grasp of the material.

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