



EXPLORING THE SYNERGY BETWEEN SPOKEN AND WRITTEN TEXTS: INNOVATIONS IN ENGLISH LANGUAGE TEACHING STRATEGIES

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ABSTRACT

An innovative approach to harnessing this synergy is the use of multimodal learning activities. The aim of this study is to explore how the integration of spoken and written texts can support effective English language learning at various educational levels and to identify innovative strategies in English language teaching that combine spoken and written texts to enhance students' communication skills. The method used in this study is SLR (Systematic Literature Review). The result of this study is that the integration of spoken and written texts offers a rich and multifaceted approach to language learning, allowing educators to create dynamic and engaging environments that cater to the diverse needs of students.

ARTICLE HISTORY

Received 06-01-2025

Revised 22-04-2025

Accepted 28-05-2025

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Keywords: English, Spoken and Written, Teaching Strategies

INTRODUCTION

The synergy between spoken and written texts in English Language Teaching (ELT) has become a focal point in modern pedagogical practices, emphasizing the interconnectedness of these two modes of communication. This relationship, when strategically leveraged, fosters a more holistic language learning experience by integrating speaking and writing skills. Innovations in this area aim to address the dynamic needs of learners in a globalized world where proficiency in both oral and written English is essential for academic, professional, and social success (Moorhouse & Kohnke, 2021). The integration of spoken and written texts in ELT is rooted in the understanding that language is not compartmentalized but rather a continuum of communication. Spoken language often serves as the foundation for written communication, with learners first acquiring oral proficiency before transitioning to more complex written forms. Conversely, written texts provide a structured format that reinforces vocabulary, grammar, and syntax, which can subsequently enhance spoken language fluency. This bidirectional relationship creates opportunities for comprehensive language development.



One innovative approach to harnessing this synergy is the use of multimodal learning activities. For instance, teachers can incorporate tasks where students analyze spoken dialogues and convert them into written narratives, or vice versa. Such activities not only enhance comprehension but also develop critical thinking as students learn to identify nuances in tone, context, and intent. According to (Aryati, 2023) converting a casual conversation into a formal report allows learners to practice adapting their language to suit different registers and purposes. Another effective strategy is the integration of technology in ELT classrooms. Digital tools such as voice-to-text applications, interactive storytelling platforms, and video editing software enable students to experiment with both spoken and written forms of English. These tools allow learners to record their speech, transcribe it, and refine their output, thereby fostering a deeper understanding of the connection between oral and written expression. Additionally, collaborative platforms such as discussion forums and shared writing spaces encourage students to engage in both spoken and written dialogue, promoting peer-to-peer learning (Zhiyong et al., 2020).

Task-based learning (TBL) also plays a significant role in linking spoken and written texts. In TBL, students are given real-world tasks that require the integration of multiple language skills. For example, creating a group project might involve brainstorming sessions (spoken), drafting plans (written), and presenting findings (spoken). According to (Tarrayo et al., 2021) Such tasks mirror authentic communication scenarios, helping learners to see the practical application of their skills while simultaneously building confidence in both domains. Incorporating cultural contexts into teaching materials further enriches the synergy between spoken and written texts. Understanding cultural nuances, idiomatic expressions, and context-specific language use can significantly enhance learners' ability to communicate effectively. Teachers can use authentic materials such as news articles, interviews, and podcasts to highlight the interplay between spoken and written English in different cultural settings. According to (Do & Hoang, 2023) analysing a TED Talk alongside its transcript allows students to observe how ideas are structured differently in speech and writing while appreciating the cultural influences on language use.

Reflective practices, such as journaling and discussion, also encourage learners to bridge the gap between spoken and written communication. Writing is a form of communication between the writer and the reader that must be written clearly so that there are no ambiguities (Rini, 2014). Journaling helps students articulate their thoughts in writing, while discussions provide a platform to express those ideas orally. This iterative process reinforces the symbiotic relationship between the two skills, as learners continuously refine their ability to articulate and document their thoughts. According to (Mubarok et al., 2023) Assessment methods in ELT have also evolved to accommodate the integrated approach to spoken and written texts. Traditional tests often evaluate these skills in isolation, but innovative assessments now incorporate tasks that require simultaneous use of both. For example, oral presentations accompanied by written summaries or reflective essays based on group discussions assess learners' ability to transition seamlessly between spoken and written English. Such assessments provide a more comprehensive evaluation of language proficiency and encourage learners to view these skills as complementary rather than separate.

Despite the advantages of integrating spoken and written texts, challenges remain. One significant hurdle is the varying proficiency levels among learners, which can make it difficult to design activities that cater to diverse needs (Nasution et. al., 2021). Additionally, some



learners may feel more comfortable with either spoken or written English, leading to an imbalance in skill development (Hazaea et al., 2021). Teachers must employ differentiated instruction and provide targeted support to address these challenges, ensuring that all learners benefit from the integrated approach. Another challenge is the potential overreliance on technology, which may inadvertently diminish the importance of traditional teaching methods. According to (Rodrigues et al., 2019) while digital tools offer numerous advantages, they should complement rather than replace fundamental teaching strategies. Teachers must strike a balance, ensuring that learners develop a strong foundation in both spoken and written English while benefiting from technological innovations.

The future of ELT lies in the continued exploration and refinement of methods that integrate spoken and written texts. Research into learner preferences, effective teaching methodologies, and the impact of cultural contexts will further inform best practices. Moreover, professional development for teachers is crucial to equip them with the skills and knowledge needed to implement these innovations effectively (Swatevacharkul & Boonma, 2021). The synergy between spoken and written texts in ELT offers immense potential for enhancing language learning. By leveraging innovative strategies such as multimodal activities, technology integration, task-based learning, cultural context, and reflective practices, educators can create a dynamic and engaging learning environment. Addressing challenges through differentiated instruction and balanced use of technology will further ensure that learners develop the proficiency needed to navigate the complexities of English communication in a globalized world. Ultimately, the integration of spoken and written texts not only enriches the language learning process but also prepares learners for the multifaceted demands of contemporary communication (Khan & Kuddus, 2020).

LITERATURE REVIEW

The article selection process follows the guidelines of the Preferred Reporting Systematic Reviews and Meta-analysis (PRISMA) and consists of several stages. The initial stage involves searching for articles, and during this stage, a total of 15 articles from the 2020-2023 period were identified. This was followed by the screening stage, where these articles were further analyzed. After the screening process, 5 articles were selected to proceed to the next stage.

The subsequent stage was the evaluation of the quality of the articles, where each article was examined to ensure its reliability and quality. The result of this evaluation stage was that 5 articles met the criteria and were deemed eligible to be included in the final literature review report. This reflects a rigorous and systematic article selection process in accordance with the PRISMA guidelines.

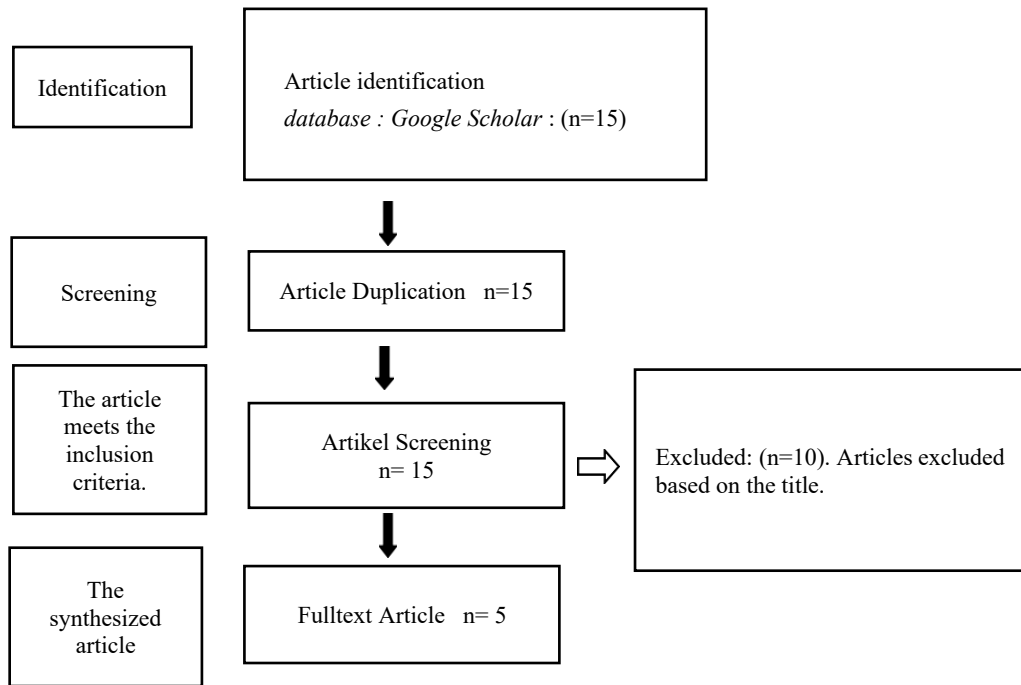


Figure 1. PRISMA Guidelines

The researchers conducted decision-making processes regarding the articles identified as relevant to the research issue and performed identification of each article from the databases accessed.

Tabel 1. Exploring the Synergy between Spoken and Written Texts: Innovations in English Language Teaching Strategies

Judul dan Peneliti	Tujuan	Hasil
An interpretable method for automated classification of spoken transcripts and written text (Amoia et al., 2024)	The purpose of this research is to investigate the differences between spoken language (in the form of radio show transcripts) and written language (Wikipedia articles) in the context of text classification	The results show that the proposed linear classifier achieves an accuracy that is less than 0.02 below that of the DistilBERT classifier. Additionally, the linear classifier includes an integrated measure of confidence to assess the reliability of classifications.
Transcribing Speech as Spoken and Written Dual Text Using an Autoregressive Model	This paper proposes a novel method to jointly generate spoken and written text from input speech for expanding	This enables us to correctly generate both spoken and written texts by considering their dependencies via a single decoding process. Our experiments demonstrate the

(Ihori et al., 2023)	use cases of speech-based applications.	effectiveness of the proposed method.
Punktuator: A multilingual punctuation restoration system for spoken and written text (Chordia, 2021)	In this paper we describe a multitask modelling approach as a system to restore punctuation in multiple high resource - Germanic (English and German), Romanic (French)- and low resource languages	Text transcripts without punctuation or sentence boundaries are hard to comprehend for both humans and machines. Punctuation marks play a vital role by providing meaning to the sentence and incorrect use or placement of punctuation marks can often alter it
A contrastive study of engagement resources between English spoken and written texts (Yang, 2020)	this study offers a contrastive analysis of dialogic contraction and dialogic expansion between English spoken and written texts	The findings show that the English spoken and written texts are generally different in the distribution pattern of engagement resources. More specifically, in the spoken texts the contractive devices are much more prominent than the expansive devices while in the written texts the expansive devices are used slightly more frequently than the contractive devices.
Relationship between written and spoken text recall in L2 (Sletova & Isurin, 2023)	This study examined the written and spoken text recall relationship in L2 learners of Russian and analysed how individual working memory (WM) capacity influenced both types of recall.	This could be due to low cognitive demands of the chosen text required from the participants. A longer text is suggested for future studies. Also, second language acquisition studies analysing a possibility of scaffolding L2 speaking accuracy by practicing L2 writing are encouraged.

Sumber : Data Diolah Peneliti, 2024

METHOD

Systematic Literature Review (SLR) is a structured methodology employed to synthesize research findings from multiple studies, ensuring a comprehensive and unbiased understanding of a specific topic. In the context of the study titled "Exploring the Synergy between Spoken and Written Texts: Innovations in English Language Teaching Strategies," the SLR method was utilized to identify, analyse, and interpret relevant literature. This approach



enables researchers to systematically explore how spoken and written texts are integrated into English language teaching (ELT) strategies and the innovations driving this integration.

The SLR process began with the identification of keywords, namely "spoken and written text," "English," and "teaching strategies," ensuring a focused and relevant search scope. Databases such as PubMed and Google Scholar were employed to locate peer-reviewed journals and articles published between 2020 and 2023. The search strategy involved using Boolean operators (e.g., AND, OR) to refine the query and include studies addressing both theoretical and practical aspects of the topic.

Following the initial search, the articles underwent a screening process based on predefined inclusion and exclusion criteria. These criteria included relevance to the research objectives, publication in reputable journals, and the availability of full-text articles. Out of the numerous articles retrieved, only those meeting the quality standards were included in the next phase. Five high-quality studies were ultimately selected for in-depth analysis.

The SLR methodology ensured a systematic evaluation of these studies, focusing on the integration of spoken and written texts in ELT, the effectiveness of various teaching strategies, and the role of technology in facilitating this integration. The findings from the SLR highlighted innovative approaches such as task-based learning, multimodal activities, and the use of digital tools, providing valuable insights for educators and researchers. By following the rigorous SLR framework, the study achieved a reliable synthesis of current trends and practices in ELT.

FINDING AND DISCUSSION

The integration of spoken and written texts is a transformative strategy in English language teaching, providing a comprehensive framework for developing linguistic proficiency. By combining the dynamic, immediate nature of spoken communication with the reflective and structured nature of written expression, educators can create a balanced approach that enhances learning outcomes at all educational levels. This approach addresses the multifaceted needs of language learners and prepares them for real-world communication challenges. According to (Rashid et al., 2017) At the foundational level, integrating spoken and written texts lays the groundwork for holistic language development. Young learners, for instance, benefit immensely from activities like storytelling, where they listen to a narrative and subsequently write their reflections or draw story conclusions. This dual engagement encourages active listening, enhances comprehension, and fosters early writing skills. Additionally, exercises such as shared reading, where teachers read aloud while students follow along with written texts, help learners connect spoken and written forms of language, reinforcing phonemic awareness and vocabulary acquisition (Khansir et al., 2021).

For intermediate learners, the integration becomes a platform to deepen their understanding of language use and context. Collaborative activities, such as group discussions followed by collaborative essays, encourage learners to articulate their thoughts verbally and refine them in written form. These exercises also promote teamwork and critical thinking, as students must evaluate spoken contributions and synthesize them into coherent written arguments (Peng & Chen, 2023). Intermediate-level learners can also benefit from multimodal assignments, such as creating video presentations accompanied by written scripts, which help them navigate the nuances of tone, style, and register. According to (Iskandar et al., 2022) At the advanced level, the integration of spoken and written texts serves as a bridge to academic and professional proficiency. Students at this stage often engage in complex tasks such as



debates, followed by analytical essays or research papers. These activities require them to transition seamlessly between oral articulation and written analysis, honing both skills in tandem. For example, after a formal oral presentation, students might be asked to submit a reflective critique of their performance, identifying strengths and areas for improvement. This iterative process of speaking, writing, and reflection builds both linguistic competence and metacognitive awareness.

Technology has significantly enhanced the possibilities for integrating spoken and written texts. Digital tools such as speech-to-text software, podcasting platforms, and collaborative writing applications provide innovative ways for students to engage with language. For instance, students can use voice recording tools to narrate personal stories, which can then be transcribed and edited into polished written narratives. Similarly, online discussion forums offer a space where students can post written comments in response to spoken video lectures, creating a continuous loop of spoken and written interaction (Gunantar, 2016). These technologies not only make learning more interactive but also cater to diverse learning preferences and abilities. Moreover, integrating spoken and written texts addresses the diverse needs of learners by allowing for differentiated instruction. Auditory learners, for instance, might excel in listening and speaking activities but struggle with written expression. Conversely, visual learners might prefer written tasks but need support in developing their oral communication skills. According to (Nguyen, 2021) By combining both modalities, educators can provide balanced instruction that plays to students' strengths while addressing their weaknesses. Additionally, scaffolding techniques, such as providing sentence starters for oral discussions or graphic organizers for written assignments, can support learners as they navigate the challenges of integrating these skills.

Real-life applicability is another compelling reason for integrating spoken and written texts in English language teaching. In academic and professional settings, individuals are often required to present ideas orally and follow up with written documentation. By simulating such scenarios in the classroom, educators prepare students for practical communication demands. For example, a business English class might include activities where students role-play meetings and subsequently draft formal emails summarizing the discussions (Waluyo & Apridayani, 2021). Such tasks emphasize the complementary roles of spoken and written communication in achieving effective outcomes. Despite its benefits, the integration of spoken and written texts is not without challenges. One of the primary obstacles is the additional time required for planning and executing integrated activities. Teachers must design lessons that balance oral and written components without overburdening students or disrupting curriculum pacing. Additionally, assessing integrated tasks can be complex, as it requires evaluating both spoken and written outputs, often against different criteria. To address these challenges, professional development programs can equip teachers with strategies for efficient planning and holistic assessment. Rubrics that encompass both modalities, for example, can provide clear guidelines for evaluating student performance (Daflizar et al., 2022).

Another challenge is the variability in learners' proficiency levels across spoken and written skills. Some students may excel in one modality but struggle in the other, creating a disparity that can hinder their overall progress. To mitigate this, educators can employ adaptive learning techniques, such as peer mentoring, where stronger speakers help their peers in oral tasks, while proficient writers assist in written assignments (Hashim & Mohd Yusoff, 2021). This collaborative approach not only balances skill development but also fosters a sense of



community and mutual support among learners. Finally, cultural factors can influence the effectiveness of integrating spoken and written texts. In some educational contexts, there may be a greater emphasis on rote memorization and written exams, which can overshadow the value of spoken communication. According to (Rahman et al., 2019) Educators must navigate these cultural norms carefully, demonstrating the benefits of a balanced approach while respecting local educational traditions. Encouraging students to share personal or cultural stories through both spoken and written mediums can help bridge this gap, making learning more relevant and engaging.

Integrating spoken and written texts in English language teaching offers a dynamic approach to fostering students' communication skills. By blending these two modalities, educators can create comprehensive learning experiences that develop linguistic, cognitive, and social competencies. To achieve this, innovative strategies that bridge spoken and written expressions have become pivotal in modern pedagogy (Boy Jon et al., 2021). These strategies encourage active participation, critical thinking, and practical application, making the learning process both engaging and effective. One key strategy is storytelling and narrative writing, which combines oral storytelling sessions with written narrative tasks. Students begin by listening to or narrating stories aloud, engaging in the expressive and interactive aspects of spoken language. According to (Bose & Gao, 2022) Following this, they are tasked with writing their versions of the story or creating alternate endings. This approach not only reinforces listening and speaking skills but also strengthens writing abilities by helping students' structure coherent narratives. Such activities can be adapted for various age groups and proficiency levels, ensuring inclusivity and relevance.

Role-playing and scriptwriting is another impactful method. Students participate in role-play scenarios, such as mock interviews, debates, or simulations, where they practice speaking skills in context. Afterward, they reflect on their performance by drafting written scripts or summaries of their dialogue (Turan & Akdag-Cimen, 2020). This strategy bridges real-world communication with structured written expression, enabling students to internalize language nuances, tone, and register. Additionally, role-playing fosters confidence, empathy, and adaptability—essential skills for effective communication. Digital storytelling and multimedia projects leverage technology to integrate spoken and written texts creatively. Students can use tools like video editing software to produce digital stories, incorporating voiceovers and subtitles. This multimodal approach allows learners to experiment with combining audio and text elements, honing their pronunciation, grammar, and writing concurrently. For instance, creating a video diary where students narrate their daily experiences and later transcribe them into essays offers a practical application of both skills (Rahmati et al., 2021).

Discussion forums and blogging provide a platform for interactive learning. Online discussion boards encourage students to participate in spoken discussions or debates through recorded audio or video responses, followed by posting written reflections or blog entries. This continuous interplay of spoken and written communication enhances their ability to articulate ideas clearly, whether orally or in writing (Haswani et al., 2023). Moreover, these forums introduce students to asynchronous communication, a skill increasingly relevant in digital and remote learning contexts. Integrative reading and dialogue journals combine the benefits of reading comprehension with reflective writing and speaking. Students read a text, annotate their thoughts, and then participate in small group discussions to share their insights orally. Subsequently, they maintain dialogue journals where they summarize group discussions,



critique peers' ideas, or expand on their spoken contributions. This cyclical process promotes a deeper engagement with the material, as students synthesize information across modalities (Kostka & Toncelli, 2023).

Interactive workshops and peer feedback sessions offer another avenue for integration. Workshops where students present oral arguments or narratives followed by peer-reviewed written critiques create a reciprocal learning environment. For example, after a student delivers a speech, peers provide written feedback, assessing content clarity, delivery style, and language use. Similarly, students can analyse their peers' essays in writing workshops, discussing their evaluations aloud. These activities not only refine students' analytical and communication skills but also foster collaborative learning and constructive criticism. Podcasting and transcription projects represent a contemporary and flexible strategy (Chicherina & Strelkova, 2023). Students can create their own podcasts on topics of interest, practicing spoken fluency and coherence. Once recorded, these podcasts can be transcribed into written format, enabling students to examine and improve their language use. Editing transcripts for grammatical accuracy and readability also highlights differences between oral and written styles, deepening their understanding of language structures.

Gamified learning experiences, such as language games or simulations, can also effectively integrate spoken and written texts. For example, treasure hunt activities where students solve riddles orally and document their findings in written logs encourage active participation and reinforce language skills. Digital platforms offering interactive games with speech-to-text features further enrich this experience, making learning enjoyable and immersive. According to (Bohmann, 2020) Collaborative projects, such as creating newsletters or class magazines, provide a platform for integrating speaking and writing. Students can work in teams to interview classmates or teachers, record their findings, and compile the information into written articles. Such projects emphasize teamwork, critical thinking, and the practical application of communication skills. They also simulate real-world tasks, preparing students for academic or professional challenges.

A crucial aspect of these innovative strategies is the role of technology in facilitating integration. Tools like Google Docs, Flipgrid, and Padlet enable seamless transitions between spoken and written tasks. For instance, Flipgrid allows students to record and share spoken responses, which can be complemented by written reflections on Padlet. Similarly, Google Docs supports collaborative editing of texts derived from spoken discussions, fostering peer interaction and collective learning (Kostka & Toncelli, 2023). The effectiveness of these strategies depends significantly on thoughtful implementation and scaffolding. Educators must consider students' proficiency levels, learning preferences, and cultural backgrounds when designing activities. Providing clear instructions, examples, and feedback is essential to guide students through the process of integrating spoken and written communication. Additionally, incorporating assessments that evaluate both modalities ensures a balanced focus on skill development (Soler et al., 2022).

The integration of oral and written texts within educational settings has emerged as a vital component in enhancing the learning experience. However, educators face a range of challenges when attempting to implement this synergy effectively. These challenges stem from various factors such as technological limitations, student engagement, and the adaptability of teaching materials. One of the primary hurdles faced by educators is the lack of training and resources to merge both types of texts seamlessly (Haswani et al., 2023). Many teachers,



especially in traditional learning environments, are accustomed to using written texts as the primary mode of instruction, while oral communication may take a secondary role. This imbalance can lead to an underutilization of the potential of oral texts in facilitating deeper understanding, particularly in subjects that require verbal articulation and discussion, such as languages and the humanities.

Moreover, the challenge of student engagement also plays a significant role in the difficulties encountered in implementing this synergy. In an age where digital media is prevalent, students may become disengaged when the focus is solely on written texts. The shift from digital platforms to traditional forms of written communication can sometimes fail to capture the attention of digitally native students, who are more accustomed to dynamic and interactive media. In contrast, oral texts, while potentially more engaging, can be difficult to sustain in large classroom settings, particularly when dealing with diverse groups of learners with varying levels of attention and interest (Rahmati et al., 2021). Furthermore, the adaptation of teaching materials to accommodate both oral and written texts can be a complicated process. Not all content is suitable for both forms of communication, and educators must carefully consider how to balance the delivery of information through oral and written means. In some disciplines, the integration of both forms may appear forced or unnatural, particularly when the curriculum is predominantly text-based. For example, in subjects like mathematics or technical sciences, where the focus is on logic and reasoning, the inclusion of oral texts may seem out of place, leading to resistance from both teachers and students alike.

To overcome these challenges, innovative solutions can be employed. One such solution is the incorporation of multimedia and digital tools to bridge the gap between oral and written texts. Interactive platforms such as e-books with embedded audio, digital storytelling, or even podcasts can allow students to experience both forms simultaneously. These digital tools can offer a more engaging and interactive way of combining written text with oral communication, making it easier for students to connect with the material in a format they are comfortable with. According to (Bose & Gao, 2022) educators can design lesson plans that include both forms of texts by incorporating activities such as debates, oral presentations, and group discussions. These activities provide students with the opportunity to practice verbal communication while reinforcing the content through written summaries, notes, or reflective journals. Such activities not only help solidify the material but also allow students to express their understanding in multiple forms, enhancing their cognitive development.

Professional development for educators is another essential solution to address the challenges of integrating oral and written texts. Teachers need to be equipped with the skills and confidence to use both forms effectively in their teaching practice. Training programs that focus on pedagogical strategies for combining oral and written communication can help educators become more proficient in using these texts synergistically (Iskandar et al., 2022). Moreover, providing educators with access to a broader range of teaching resources, including multimedia materials and interactive tools, can help them create more dynamic and flexible lessons that cater to various learning styles. These resources not only facilitate the integration of oral and written texts but also contribute to the development of more inclusive teaching methods that can accommodate the diverse needs of students.

Collaboration among educators is another powerful approach to overcoming the barriers to effective implementation. Teachers from various disciplines can share best practices and resources for integrating oral and written texts, thereby fostering a more collaborative and



innovative teaching environment. This can be particularly beneficial in interdisciplinary teaching, where subjects like literature and history can benefit from the integration of both forms of communication. By collaborating, educators can develop cross-curricular projects that emphasize the use of both oral and written texts, offering students a more comprehensive understanding of the material (Gunantar, 2016).

CONCLUSIONS

The integration of spoken and written texts offers a rich and multifaceted approach to language learning, allowing educators to create dynamic and engaging environments that cater to the diverse needs of students. While challenges such as technological limitations, student engagement, and adapting teaching materials exist, innovative solutions and strategies can help overcome these obstacles. The use of multimedia tools, interactive platforms, and activities like debates and group discussions can bridge the gap between oral and written communication, enriching students' understanding and cognitive development. Furthermore, professional development for educators and collaborative efforts among teachers across disciplines are essential for successfully implementing this synergy. By combining oral and written texts in a thoughtful and balanced way, educators not only enhance students' language proficiency but also prepare them for real-world communication tasks, fostering skills that are crucial in both academic and professional contexts.

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