

Language Teaching Efficiency through E-pedagogy between Learners and Teachers Collaboration toward English Education Movement in Southeast Asia*



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Abstract

This article examines the efficiency of e-pedagogy in fostering collaboration between learners and teachers in the context of the English education movement in Southeast Asia. With the rapid advancement of technology and the increasing demand for English proficiency, educational institutions have been compelled to adopt e-pedagogy as an alternative mode of instruction. However, there is a need to assess the effectiveness of this approach in promoting collaborative learning in the face of new challenges. This study also reveals the challenges and opportunities encountered by learners and teachers. Preliminary discussions reveal that e-pedagogy facilitates greater collaboration by providing a platform for interactive discussions, shared resources, and instant feedback. Moreover, e-pedagogy empowers learners to take ownership of their learning process, enhances their communication skills, and promotes self-directed learning. However, this also uncovers various challenges, including technological barriers, and the need for pedagogical support. The outcomes contribute to the understanding of the efficacy of e-pedagogy in Southeast Asian English education context. The conclusion and suggestions inform educational policymakers, institutions, and educators on the potential of e-pedagogy to foster collaboration and address the evolving challenges of the English education movement in Southeast Asia.

Keywords: Collaboration; Educator's Responsibility; English Education Movement (EEM); E-pedagogy; Language Teaching Efficiency (LTE)

Introduction

The English education movement in Southeast Asia has gained substantial momentum in recent years, driven by the increasing importance of English proficiency in various aspects of life. With the region's growing involvement in international trade, tourism, and academia, the demand for English language skills has surged. This demand, coupled with the rapid advancement of technology, has led educational institutions to embrace e-pedagogy as an innovative approach to English language instruction (Cheng, 1999). E-pedagogy involves

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integrating electronic tools, platforms, and resources into the teaching and learning process, enabling learners and teachers to collaborate and engage in virtual learning activities. However, the implementation of e-pedagogy within the English education movement in Southeast Asia have to navigate the challenges posed by the Volatile, Uncertain, Complex, and Ambiguous (VUCA) world we currently inhabit. The VUCA environment, characterized by rapid changes, globalization, and information overload, presents unique obstacles for educators seeking to enhance collaborative learning experiences. Understanding the efficiency of e-pedagogy in promoting collaboration between learners and teachers within this context is crucial for optimizing English language learning outcomes in Southeast Asia (Cerya, Wahid, Maulidina, and Hildayati, 2021). To assess the efficiency of e-pedagogy in facilitating collaboration between learners and teachers in the English education movement of Southeast Asia is taking into account the challenges posed by the VUCA world.

Additionally, the academic concept aims to uncover the specific challenges and opportunities that arise when implementing e-pedagogy. The discussion will contribute to the understanding of how e-pedagogy can effectively enhance collaboration between learners and teachers in the English education movement, as well as, the motivation and reasons for the study. The insights gained from this study will inform educational policymakers, institutions, and educators about the potential of e-pedagogy to address the evolving challenges of the modern world and foster English language proficiency in Southeast Asia's dynamic and diverse educational context.

Language Teaching Efficiency (LTE)

The theory of Language Teaching Efficiency (LTE) encompasses various approaches and principles that aim to maximize the effectiveness of language instruction. This emphasizes the importance of employing instructional strategies and methodologies that optimize learning outcomes for students. The several theories and frameworks contribute to understanding language teaching efficiency, including communicative language teaching, cognitive approaches, and socio-cultural theory (Johnson, and Golombek, 2020). First, Communicative Language Teaching (CLT) is a widely recognized approach that prioritizes the development of students' communicative competence. This emphasizes meaningful interaction, authentic language use, and the integration of the four language skills: speaking, listening, reading, and writing. CLT emphasizes learner-centered activities that involve real-life communication tasks, enhancing students' ability to use the target language authentically. This approach focuses on practical language use, contributing to effective language teaching. In contrast, cognitive approaches to language teaching draw from theories of language acquisition and cognitive psychology. They highlight the significance of learners' mental processes, memory, and problem-solving skills in language learning. Cognitive strategies like attention, memory retrieval, and metacognition are pivotal in optimizing learning efficiency (Nunan, 1987). By

focusing on language in use, CLT provides a practical framework for language teaching efficiency. Second, cognitive approaches to language teaching draw on theories of language acquisition and cognitive psychology. These approaches emphasize the role of learners' mental processes, memory, and problem-solving skills in language learning. Cognitive strategies such as attention, memory retrieval, and metacognition play a crucial role in optimizing learning efficiency (Sun, and Wang, 2003). Effective language teaching involves techniques that stimulate learners' cognitive processes, boosting their ability to retain, understand, and apply linguistic knowledge. Additionally, socio-cultural theory highlights the social and cultural aspects of language acquisition. It emphasizes meaningful interactions, collaboration, and authentic language use in learning. Creating a supportive, culturally immersive environment can optimize language teaching by leveraging these dimensions of language acquisition (Ellis, 2000). Therefore, teaching efficiency in language education is influenced by multiple factors, including learner motivation, individual differences, instructional materials, assessment methods, and technology integration. It's a complex concept that varies with learner age, proficiency, culture, and learning goals. To enhance teaching efficiency, educators should adopt diverse theories and strategies, tailoring instruction to meet learners' needs. This involves integrating communicative language teaching, cognitive methods, socio-cultural theory, and other relevant factors. Continuous professional development, reflective practice, and research-informed teaching are essential for adapting instruction to evolving learner needs and the language learning context.

E-Pedagogy

Pedagogy and education methodology are essential for effective teaching and learning. They involve systematic approaches and strategies used by educators to help learners acquire knowledge and skills. This introduction emphasizes the significance of pedagogical methodologies in education. E-pedagogy theory is highlighted for its efficiency in leveraging technology to enhance the teaching and learning process. It recognizes the transformative potential of digital tools, offering innovative ways to engage learners and improve outcomes. E-pedagogy's learner-centered focus encourages personalized instruction through multimedia resources and collaborative platforms, promoting deeper understanding and retention of knowledge (Mbat, and Minnaar, 2015). Furthermore, E-pedagogy emphasizes flexibility and accessibility in education through the use of digital technologies. Learning can occur anytime and anywhere, breaking free from traditional classroom constraints. This flexibility allows learners to access materials, engage in discussions, and complete assignments at their own pace. E-pedagogy promotes inclusive education, accommodating diverse abilities and backgrounds. It also enhances communication and collaboration through digital tools, facilitating effective feedback, collaborative projects, and peer learning. Additionally, e-pedagogy supports data-driven decision-making and assessment.

Digital platforms offer valuable insights by collecting and analyzing learner data, allowing for timely interventions, personalized feedback, and targeted instruction, thereby enhancing learning efficiency. The e-pedagogy theory leverages technology to create learner-centered, flexible, and inclusive educational experiences. Integrating digital tools empowers educators to boost engagement, facilitate personalized learning, encourage collaboration, and make informed, data-driven decisions, ultimately optimizing the teaching and learning process and improving educational outcomes. Integrating digital tools and platforms into education enables dynamic and engaging learning experiences, fostering active participation, personalized instruction, and collaboration. E-pedagogy theory efficiency is exemplified in various ways: 1. Flipped Classroom: This approach uses technology to deliver content outside of class, freeing up class time for interactive activities and discussions, promoting higher-order thinking. 2. Online Discussions and Collaboration: Online forums and collaborative platforms facilitate meaningful discussions and peer learning, irrespective of location, promoting active participation and deeper understanding. 3. Adaptive Learning Systems: These tailor instruction to individual student needs through data analysis, personalized feedback, and targeted resources, optimizing learning efficiency. 4. Gamification: Incorporating gamification elements, like points and challenges, enhances engagement and motivation in learning, creating immersive experiences.

Incorporating game elements into education enhances students' intrinsic motivation, fosters a sense of achievement, and encourages active participation and healthy competition. Additionally, Virtual Reality (VR) and Augmented Reality (AR) technologies provide immersive and experiential learning experiences that transcend traditional classrooms. VR immerses students in virtual environments for exploration, while AR overlays digital information onto the real world for interactive and contextualized learning. These technologies increase engagement, promote experiential learning, and facilitate a deeper understanding of complex concepts, contributing to efficient learning. In conclusion, E-pedagogy theory harnesses the efficiency of technology to create engaging, personalized, and collaborative learning experiences. Flipped classrooms, online discussion platforms, adaptive learning systems, gamification, and VR/AR technologies are just a few examples of how E-pedagogy theory can enhance the efficiency of teaching and learning, leading to improved educational outcomes.

E-Pedagogy Implementation

The application of e-pedagogy has garnered attention for promoting collaboration between learners and teachers. It creates opportunities for them to engage in collaborative activities, communicate, and share knowledge through online interactions, effectively transforming traditional classrooms into dynamic virtual learning environments. E-pedagogy offers multifaceted benefits for collaboration: it supports both asynchronous and synchronous interactions, breaking down time and space barriers, encourages interactive communication,

and fosters learner autonomy. However, implementing e-pedagogy presents challenges like technological barriers and the need for digital literacy skills. To optimize online collaboration, teachers must design purposeful activities, foster a sense of community, and provide guidance within a supportive virtual environment. Research highlights e-pedagogy's advantages, including improved learning outcomes and learner-centered instruction. In conclusion, e-pedagogy holds great promise for enhancing learner-teacher collaboration. Its incorporation into language education facilitates interactive communication, encourages learner autonomy, and surpasses the constraints of traditional classrooms. Nevertheless, realizing these benefits necessitates addressing technological hurdles, ensuring inclusivity, and offering pedagogical guidance. Future research should explore effective strategies, best practices, and the broader impact of e-pedagogy on collaboration in diverse educational settings.

Learner's and Teacher's Collaboration

Learner's and teacher's collaboration is a fundamental aspect of education that emphasizes the importance of active participation, shared responsibilities, and mutual engagement between learners and teachers. It is rooted in constructivist learning theories and social constructivist perspectives, which posit that knowledge is constructed through interactions and collaborative efforts (Mitchell, 1997). In language teaching and learning, learner-teacher collaboration plays a pivotal role in fostering meaningful language development and improving overall learning outcomes. Collaborative learning emphasizes the value of learners working together in groups, engaging in discussions, and jointly constructing knowledge. Such activities promote peer interaction, cooperative problem-solving, and idea exchange, leading to a deeper understanding and language skill acquisition. Collaboration allows learners to negotiate meaning, clarify concepts, and support each other's language development, resulting in a more comprehensive learning experience. Teachers are vital in this process, serving as facilitators who guide and support learners, provide scaffolding, encourage effective communication, and create a conducive learning environment. Teachers, through facilitating learner-teacher collaboration, stimulate critical thinking, creativity, and active participation while also mediating conflicts and maintaining a positive learning atmosphere. Integrating technology into this collaboration is increasingly relevant, enabling connections, resource sharing, and collaboration regardless of location. Technology offers both asynchronous and synchronous interactions, encouraging engagement and building a sense of community among learners. Research consistently highlights the myriad benefits both of learner-teacher collaboration in class (Razali et al. 2015). Collaborative learning enhances learners' critical thinking skills, problem-solving abilities, and language proficiency. It promotes higher-order thinking and encourages learners to take ownership of their learning process. Additionally, learner's and teacher's collaboration contribute to the development of social skills, such as effective communication, teamwork, and empathy. However, challenges may

arise in learner's and teacher's collaboration. Diverse learner backgrounds, language proficiency levels, and personal dynamics within groups can impact the effectiveness of collaboration. Teachers need to be mindful of these factors and provide appropriate support and guidance to ensure equal participation and inclusion. Technological challenges, such as access to devices and internet connectivity, can also pose obstacles to effective collaboration, particularly in resource-constrained settings.

In conclusion, learner-teacher collaboration is a valuable approach in language education, aligned with constructivist and social constructivist theories. It encourages active engagement, knowledge construction, and language development. Teachers, by facilitating collaboration, create dynamic learning environments. Integrating technology further enhances collaboration possibilities. Future research should focus on strategies and tools to optimize collaboration, considering diverse learner needs and contexts.

English Education Movement (EEM)

The English education movement, encompassing various initiatives and reforms, holds significant importance in society. It plays a crucial role in shaping individuals, communities, and nations by providing access to knowledge, skills, and opportunities for personal and societal growth. The English Education Movement (EEM) refers to the initiatives and reforms aimed at improving the teaching and learning of English language skills (Zein, 2019). This movement has gained significant momentum globally, as English has become a dominant language in many aspects of life, including international communication, business, education, and technology (Keadplang, 2021; Keadplang et al. 2020). There are several key aspects and discussions related to the EEM. First, globalization and English: English has emerged as a lingua franca of globalization, facilitating communication and interaction among people from different linguistic and cultural backgrounds. As a result, there has been a growing emphasis on English language education to equip individuals with the skills needed to participate in the globalized world effectively (Nunan, 2003). Second, English as a Second/Foreign Language: The EEM focuses on teaching English as a second or foreign language, particularly in countries where English is not the primary language. It involves developing curriculum frameworks, language proficiency standards, and teaching methodologies to enhance students' English language skills. Third, communicative approach: One prominent discussion within the English Education Movement is the shift from traditional grammar-focused approaches to more communicative and interactive methods. The communicative approach emphasizes the practical use of language for meaningful communication, focusing on speaking, listening, reading, and writing skills in authentic contexts (Holliday, 1994). Then, technology and English learning: The integration of technology in English language education has been a significant aspect of the English Education Movement. Digital tools, online platforms, language learning apps, and virtual classrooms have expanded access to English learning resources and

opportunities, enabling self-paced learning, multimedia materials, and global collaboration (Chang, Yan, and Tseng, 2012). Next, English Proficiency Testing: Standardized English proficiency tests, such as TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System), play a crucial role in assessing language skills and establishing benchmarks for proficiency levels. These tests have become integral to academic admissions, job requirements, and immigration processes (Cheng, 2008).

English for Specific Purposes (ESP) is a critical aspect of the English Education Movement, focusing on tailoring language skills to specific professional contexts like business, medicine, or engineering. Overall, this movement underscores the global recognition of English's significance in an interconnected world. It addresses various facets like communicative methods, technology integration, cultural awareness, and equity, all aimed at enhancing English language education and empowering learners for global engagement

Educators' Responsibility

Educators hold a profound responsibility within the education movement, particularly in English education. They are pivotal in ensuring the efficiency and effectiveness of education, extending their influence beyond classrooms to shape the world's future. By equipping students with essential knowledge, skills, and values, educators empower them to navigate the complexities of the modern world. Firstly, Educators have a crucial role in nurturing a global mindset in students. In today's interconnected world, fostering cultural sensitivity, empathy, and a profound understanding of global issues is vital. This can be achieved by integrating multicultural perspectives, embracing diversity, and fostering cross-border dialogues (Dweck, and Yeager, 2021). Secondly, Educators are tasked with nurturing critical thinking and problem-solving abilities in students, which are paramount in addressing today's rapidly evolving challenges. Encouraging inquiry-based learning, fostering research skills, and offering real-world problem-solving opportunities are key strategies to achieve this goal. Furthermore, educators bear the responsibility of nurturing a sense of social responsibility and ethical values in their students. They must instill qualities such as empathy, respect, and integrity, and guide students towards becoming responsible global citizens. Educators have the power to inspire students to enact positive change by incorporating ethical discussions and encouraging civic engagement. They also play a critical role in equipping students with digital literacy and technological competence, given the digitalized nature of our world. This involves integrating technology seamlessly into the learning process, guiding responsible internet usage, and enabling students to adapt to emerging technologies effectively (Weninger 2017). Lastly, educators must advocate for equitable, accessible, and inclusive educational policies and reforms. They should actively engage in discussions regarding standards, curriculum development, and resource allocation to guarantee that every student has equal access to quality education (West, and Shepherd, 2016).

In conclusion, educators bear a vital role in the global education movement. Their responsibilities extend beyond the classroom, encompassing the nurturing of a global perspective, fostering critical thinking, instilling ethical values, promoting digital literacy, and advocating for equitable education. Through these efforts, educators contribute to shaping an inclusive, informed, and empowered generation capable of addressing global challenges.

Conclusion

In conclusion, the integration of e-pedagogy for learner and teacher collaboration has significant potential for enhancing language teaching efficiency, particularly in Southeast Asia's English education landscape. Combining e-pedagogy with collaborative learning approaches creates a dynamic, interactive learning environment, transcending geographical constraints and fostering engagement and the exchange of ideas. E-pedagogy empowers learners, promotes autonomy, and offers personalized learning experiences. However, addressing technology access and digital literacy challenges is crucial. Policymakers, institutions, and teachers should provide support and professional development for e-pedagogy. Further study should explore best practices and assess the long-term impact of e-pedagogy on language proficiency and intercultural competence. Embracing e-pedagogy and fostering collaboration offers an innovative and inclusive approach to English language education in Southeast Asia, helping learners and teachers adapt and succeed in a dynamic educational landscape.

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