

Conceptualizing the Implementation of Deep Learning in ELT through Cooperative Learning for Teaching Speaking Skills at the High School Level

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Abstract

This conceptual article explores the integration of Deep Learning principles into English Language Teaching (ELT) through the Cooperative Learning technique, Number Head Together (NHT), to enhance students' speaking skills in Indonesian high school classrooms. This instructional model is constructed within the Genre-Based Approach (GBA) framework and aims to support the implementation of the Emancipated Curriculum. By aligning with the principles of mindful, meaningful, and joyful learning, this model encourages students to think critically, engage in collaborative discussions, and apply language in real-life contexts. This article provides a detailed explanation of how Cooperative Learning techniques can be strategically used to manifest Deep Learning, particularly in teaching high school students to express opinions. Through theoretical exploration and a structured instructional strategy, this framework offers practical implications for English teachers to design effective, student-centered speaking lessons that foster both language proficiency and higher-order thinking skills.

Keywords: Deep Learning, Cooperative Learning, speaking skills, instructional strategy, Genre-Based Approach, Number Head Together

INTRODUCTION

The rapid growth of digital literacy and multimedia in education has driven an increase in research on strategies to improve student engagement and effectiveness. With this impact, throughout the year, many methodologies and strategies have been proposed, following the evolving education needs and trends (Desinguraj et al., 2021). Along with that, a lot of educators are developing appropriate learning strategies and employing digital technologies to improve their language teaching and learning process to be more interactive and engaging (Anurhada, 2023). This highlights the importance of research on the development of innovative teaching strategies or instructional documents to provide an effective learning environment for students.

Learning strategy could also be defined as a plan to organize interactions between students, educators, and learning media/resources, with the purpose of achieving the learning objective that has been established (Susanto, 2020). According to Irwan et al. (2020), in the process of managing the teaching and learning process, teachers act as facilitators who strive to create effective conditions, develop teaching materials, and improve students' ability to master the learning objectives, in order to achieve a high quality of teaching and learning process. Therefore, the teachers were required not only to master teaching skills but also the skills to plan teaching strategies.

In line with the importance of the development of innovative learning strategies and various stakeholders' contributions, teachers occupy the most important position as the implementers and developers of the teaching strategy (Gulo, 2024). Fatmawati (2021) highlights the relationship between teachers' roles as implementers and the development of learning strategies. Apart from being the facilitators, teachers are in demand to design instructional documents that create effective learning conditions, an entertaining environment, and ensure a great learning process. Therefore, teachers' development and training are essential to improve the overall quality of education.

The advent of technology and multimedia in the 21st century creates a high demand for teachers' roles to be more creative, both as facilitators and implementers in the education process (Maemuna, 2022).

Teachers will have to follow up with the trends to develop more dynamic and engaging learning strategies. While learners prefer a more hands-on, visual learning approach, several tools might be helpful for teachers (Naz & Murad, 2017). These tools or resources should include online tests, interactive games, and audio and video recordings. This highlights the importance of research in teaching strategies, where the strategies should support teachers in creating an interactive and engaging learning environment for learners.

In the history of English language teaching and learning, many great researchers have studied teaching strategies for increasing the knowledge of educators and learners of the English language around the world. Although there are many teaching strategies, Cooperative Learning has been one of the most popular teaching strategies studied by many researchers and implemented by many educators in various educational contexts. This strategy has also been proven to be effective in creating an interactive and engaging learning environment in the EFL classroom. One of the studies by Rahayu and Lesmana (2022) finds the significance of Cooperative learning in developing English speaking skills for high school students. Using the quasi-experimental research, this study finds two different classes that have different treatments to show different results. The class with treatment shows better development of English speaking skills because of the interaction with their study group through the use of Cooperative learning activities. At the same time, other studies by Ilmi (2023) showed how the Cooperative Learning technique can boost students' speaking performance significantly when combined with other strategies. These studies have proven that Cooperative Learning is an effective teaching strategy alone or when it combines with other strategies.

While Cooperative Learning provides an interactive and creative structure for language learning, there is an increasing need for schools to promote and help learners to acquire deeper and meaningful language learning that reflects on their own experience (Ismail & Al Allaq, 2019). This is in line with Deep Learning, an instructional approach that encourages students to engage in critical thinking, reflection, concept understanding, and knowledge transfer, enabling them to internalize and apply what they have learn by combining their prior and new knowledge (Entwistle & Ramsden, 1983). In the context of English as a foreign language, Deep Learning in language education aims to acquire an in-depth understanding of language knowledge and attain on skills to apply language comprehensive, complex problem-solving skills in an authentic context, language application and knowledge transfer, and critical and high-order thinking by implementing active engagement and effective learning strategies through the learning process (Jiang, 2022). Several studies also agree on how Deep Learning as a pedagogical approach promotes the cultivation of critical thinking, language proficiency, and analytical thinking among EFL learners (Brenya, 2024; Long & Fan, 2024). However, the research and application of Deep Learning in English language learning and teaching, particularly in speaking-focused instruction, is still underexplored and limited in the current literature, especially when this approach is combined with established teaching strategies like Cooperative Learning.

This article aims to propose a conceptual framework that explains the implementation of Deep Learning through Cooperative Learning for the specific purpose of teaching English speaking skills in the Indonesian education context. This conceptual framework hopes to bring benefits in the construction of a better instructional strategy for Indonesian high school teachers in teaching speaking skills. Additionally, Speaking skills were chosen as the primary focus of this framework, as speaking is of necessity and a crucial aspect of language proficiency, and remains challenging for English learners as this skill requires more practice and intensive activities (Kaharuddin et al., 2023). This makes speaking skills highly compatible with Cooperative Learning and Deep Learning, which provide student-centered learning strategies. While Cooperative Learning provides an interactive and socially engaging activity for language practice, Deep Learning will add depth by fostering critical thinking, problem-solving skills, and purposeful communication.

METHOD

This article is a conceptual article where we use an instructional model as a framework to achieve the aims of the research, to visualize how to implement Deep Learning in an ELT context through Cooperative Learning to teach speaking skills for high school students. This article also attempts to explain how the Cooperative Learning technique will influence the implementation of Deep Learning principles in the ELT for teaching speaking. There are three steps in developing the research, including building a theoretical framework, constructing the instructional model in the GBA framework, and discussing how Deep Learning principles manifest through the Cooperative Learning technique.

RESULT AND DISCUSSION

Theoretical Framework

Deep Learning Principles

Deep Learning refers to instructional strategies that promote higher-order thinking, reflection, and the ability to connect concepts meaningfully in many contexts. The concept of deep learning is also impactful in language acquisition as it encourages students to engage with language at a cognitive level that is at a deeper level than memorization or rote learning (Jiang, 2022). Meaning Deep learning strategies involve higher-order thinking skills that could enhance both understanding and implementation of English language concepts.

There are different views on the definition of deep learning, while some researchers deal with Deep Learning as a strategy, others believe that Deep Learning is a goal to be achieved. Overall, Deep Learning is the foundation of understanding. Teachers encourage students to learn new ideas and facts. Then, students integrate them into their existing cognitive structures by connecting ideas and transferring existing knowledge to new situations. Finally, students can make decisions and solve problems. Deep Learning is a complex, meaningful cognitive process that depends on activating original knowledge, retrieving memories, and integrating new and old knowledge to deal with new situations and problems (Wang, 2017).

The Deep Learning approach itself is not a new thing in education; several studies have been conducted on how effective Deep Learning is in ELT (Jiang, 2022; Jonathans, 2025; & Zhai, 2023). However, despite it not being a new innovation in ELT, Deep Learning has been under research and overshadowed by the same term correlated with AI. This creates a chance for future research in the ELT field to conduct research regarding the use of Deep Learning in promoting overall development and to take new stages of English teaching, creating a better way of learning for students.

Citing Kemendikbud (2025), the Deep Learning approach is in line with the education philosophies because it projects students as the center of the learning, creating a mindful (*berkesadaran*), meaningful (*bermakna*), and joyful (*menggembirakan*) learning environment. It not only aims to improve academic skills, but also shapes students' character, creativity, and empathy, so students can grow into individuals who fulfil the global demands. These three principles will be the main concept of Deep Learning that will be implemented through Cooperative Learning in the instructional teaching strategies developed in this research.

The principle of mindfulness is the learners' learning experience when they have awareness to be active learners and are able to self-regulate (Kemendikbudristek, 2025). In this principle, learners are expected to understand the learning objective, be intrinsically motivated to learn, and actively develop learning strategies to achieve the objectives. When mindfulness is achieved, learners will be able to gain knowledge and skills as lifelong learners. According to Diputera et al. (2024), there are several important elements of mindful learning including: 1) Metacognitive awareness, training students to be aware of how they learn, think, and process information in order to identify and change ineffective thinking habits; 2) reflection and meaning-making, allowing students to reflect on their learning, its relevance to their experiences, and its application in real life; 3) emotional management, teaching students to recognize, accept, and manage their emotions when facing learning challenges; and 4) interdisciplinary connections, encouraging students to understand the interconnections between different concepts. These elements create mindful learning, making the environment carry out the Deep Learning principle.

The meaningful learning occurs when learners can apply their knowledge contextually (Kemendikbudristek, 2025). Learners' learning process is not only limited to understanding information/content mastery, but is oriented towards the ability to apply knowledge. This ability supports long-term retention. Learning connected to learners' environment makes them understand who they are, how to place themselves, and how they can contribute back. The concept of meaningful learning engages learners with real issues in a personal, local, national, or global context. Learning should also involve parents, society, or community as a source of practical knowledge, and foster a sense of social responsibility and care. From an ontological perspective, meaningful learning views learning as a process of constructing meaning. Students do not passively receive information, but actively connect new knowledge with what they already know (Diputera et al., 2024).

The joyful principle means a positive, challenging, fun, and motivating learning atmosphere. The joy of learning helps learners connect emotionally, making it easier for them to understand, remember, and apply the knowledge they have learned. When learners enjoy the learning process, their intrinsic motivation grows, encouraging their curiosity, creativity, and active engagement during the learning process. The fun learning experience is accomplished when every learner feels comfortable; learners have their needs met, such as the fulfillment of physiological needs, security needs, love and belongingness needs, appreciation

needs, and self-actualization needs. Additionally, positive emotions such as joy are not only the result of success but also a driving force for achieving goals and improving performance (Biswas, Diener, & Dean, 2007, as cited in Diputra et al., 2024).

Cooperative Learning Technique

Cooperative Learning is a teaching strategy that many studies have attempted to clarify its meaning. According to Olsen and Kagan (1992), Cooperative Learning is a set of learning strategies that focus on group activity, so that students learn based on the information exchange between them when they are working together, based on their individual accountability and personal motivation in developing learning through others. This definition clarifies the Cooperative Learning principles of communication, interaction, individual accountability, and cooperation. However, Johnson and Johnson (1999) stated that not all groups are Cooperative Learning. They define Cooperative Learning as where students work together to accomplish the same shared goals, expecting each of the students to contribute and help one another to understand the material. This clarifies that Cooperative Learning makes students complement each other's learning and enhances their social skills.

In contrast to Deep Learning, Cooperative Learning has always been a popular research topic in the education field. Several studies have shown how effective it is in creating an interactive and creative way of learning in the EFL context (Namaziandost, 2019; Moran & Iza, 2024; Meilasari, 2023). From those several studies, it shows that the collaborative environment that Cooperative Learning offers provides opportunities for students to develop fluency in their speaking skills. Most of the enhancement of speaking skills, specifically in fluency, was the result of continuous discussion among the students in the learning process that implemented the Cooperative Learning technique. Therefore, these studies strongly agree on the use of the Cooperative Learning technique in an effort to improve students' English speaking fluency in the learning process.

A Cooperative Learning technique developed over the years by Kagan (2002), Number Head Together (NHT), is a structure that promotes teams, positive interdependence, and individual accountability. This technique creates an environment where students apply the cooperative learning principle through interaction with their classmates. It requires students to interact with the fundamental theory and will group members to get answers from the discussion. This Cooperative Learning technique is highly recommended by Kagan and other researchers as a useful strategy to check students' understanding of the objective and material for the lesson. According to Lestari and Ariesta (2020), the use of NHT improves students' social skills and student learning results compared to the classes that did not employ the NHT model in their learning. Other researchers (Zainuddin et al., 2017) also proved that the NHT technique improved senior high school students, influenced by some factors, such as accent, grammar, vocabulary, fluency, and comprehension. Thus, this research will use the Cooperative Learning technique, Number-Head Together, as the medium to implement Deep Learning principles in the learning process.

Teaching Speaking: The Concept of Speaking to Express Opinions

There are several definitions of speaking that have been proposed by many experts. According to Bailey and Nunan (2005), speaking is an interactive process of constructing meaning through the production, reception, and processing of information. This definition emphasizes the dynamic and collaborative nature of speaking, where both the speaker and listener are actively involved in creating and understanding the spoken meaning. In line with it, Cameron (2001) states that the definition of speaking is the active usage of language to express meaning in order for other people to understand it. It is a productive skill, which means it involves the creation and delivery of messages, rather than just receiving them passively. Additionally, Cameron also emphasizes that speaking is an interactive, social, and contextual activity. This highlights that in teaching speaking, teachers should underline that students should be able to construct their meaning in order to be able to express their opinions and ideas to others.

Learning Outcomes

Learning Outcomes are students' measurement in acknowledging the requirements of the class and the expectations of the learning outcomes of the class they attend (Mitchell & Manzo, 2018). Learning Outcomes have been the core elements in instructional activities. Without Learning Outcomes, students are not able to expect what they will achieve from the class. Moreover, aside from informing the learning expectation for students, it also serves a tool for teachers to help the selection of teaching contents, activities, or task, form the foundation for overall lesson including evaluation and accreditation, and gives opportunity for the teacher to evaluate lesson based on the objectives itself for further improvisation based on the students' feedback (Sewagegn, 2020). Thus, this highlights the importance of the Learning Outcomes for Indonesian English teachers in helping them develop effective instructional learning according to the current

curriculum in Indonesia.

Indonesian schools have undergone many curriculum changes with the purpose of encouraging the improvement of learning quality and pursuing technological development, hence the creation of the Emancipated Curriculum (Kemendikbud, 2024). The Emancipated Curriculum has been developed since 2020, and has been gradually implemented and evaluated since 2021. This led to changes in learning Outcomes in every subject, including the English subject. The Learning Outcomes have developed into student-centred learning with the focus on digital literacy and text exploration. These are in line with the Deep Learning and Cooperative Learning principles that are student-centered.

This research will attempt to make an Instructional model that implements Deep Learning through Cooperative Learning that fulfills the Learning Objectives based on the Emancipated Curriculum. Citing from the Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2022), one of the the Learning Outcomes of Speaking elements for phase F (grade XI and XII for high schools or the equivalent program) is “By the end of phase F, students use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts.” This Learning Outcomes will be the main focus of the research in making instructional teaching strategies, which will create a learning environment that encourages students to develop their speaking ability.

Instructional Model: Showcasing the Implementation in Classroom Practices

The implementation of Deep Learning principles through Cooperative Learning will be portrayed in the Genre-Based Approach framework. According to Joyce and Feez (1984), the Genre-Based Approach is a teaching methodology that uses a variety of text genres as the foundation for language learning. It propose language learning as a social process and aims to develop students’ skills to use language in various social context by building their understanding of various text genres This approach consists of four stages, including: 1) Building Knowledge of Field, 2) Modelling of Text, 3) Joint Construction of Text, and 4) Independent Construction of Text. With the purpose of teaching speaking, the Genre-Based Approach provides a learning environment with the main goal of enabling students to communicate in spoken and written texts of various genres (Amalia & Hartono, 2015).

In order to showcase the implementation of Deep Learning through Cooperative Learning in the classroom practices, we propose this constructed instructional teaching strategy that includes general information, main components, and learning steps. Additionally, it consists of the explanation of: 1) students' grade, 2) receptive skill elements, 3) material, 4) learning outcomes, 5) learning model, 6) learning objectives, 7) core activity. This model incorporates the theory of Deep Learning principles, the Cooperative Learning technique, the concept of teaching speaking to express opinions, and the learning objective. The following are the steps to explain the implementation in the classroom practices in the Indonesian education context:

General Information

The general information stages explain the information regarding the identity and the purpose of learning. This stage includes the information about students’ grades, receptive skill elements, material, learning outcomes, and the learning model used in the implementation of learning. The students’ grade chosen for this learning is grade XII, Phase F. The receptive skill elements are speaking. This implementation uses the materials about giving and defending opinions. At the same time, the learning outcomes were taken from the Learning Outcomes of the Emancipated Curriculum from Kemendikbudristek, which are in line with the Phase F and elements of speaking. Citing from it, the learning outcomes are “By the end of phase F, they use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts.” Additionally, the learning model implemented used the Cooperative Learning technique, namely Number-Head Together, which is modified to suit the learning condition and material.

Main Components

The main components stage explains the information regarding the purpose of the learning that the educators want the students to achieve. This stage includes the Learning objective. The construction of the Learning Objective needs to focus on clarity, measurability, and alignment with the desired outcomes. In this context, we develop two Learning Objectives to achieve the learning outcomes. The two learning objective is based on the bloom taxonomy level C3 and C4 namely: 1) by the end of the lesson, students are able to use (C3) for expressing opinions, agreeing, and disagreeing correctly, and 2) by the end of the lesson, students are able to compose (C4) dialogs using expressions of expressing opinions, agreeing, and disagreeing creatively.

Learning Steps

The learning steps explain the instruction of the teaching and learning process. The teaching and learning process was based on the Genre-Based Approach, which includes four stages of learning: Building Knowledge of Field, Modelling of Text, Joint Construction of Text, and Independent Construction of Text.

- a.) The first stage is Building Knowledge of the Field. Its objective is to prepare and introduce students for the new learning material. This includes an experience sharing session, extending vocabulary, and practicing grammar patterns that are relevant to the topic of learning. This stage hopes to bring students' experience in understanding a variety of meaning-making in order for them to comprehend more about the learning material. In the context of this implementation, students were given several questions about the theme of the learning as a trigger to introduce the material. This stage is important in the learning process to build the students' foundation of the learning materials.
- b.) The second stage is Modelling of the Text. Its objective is to provide the students with examples of text (model text) to illustrate the structure, language features, and purpose of the particular text type discussed in the learning. In this stage, the teacher can make students observe the genre, the purpose, and the structure of the model text given to them.
- c.) The third stage is the Joint Construction of the Text. This stage signifies the changes in activity, from learning the material about text genres to creating a text. This activity provides an opportunity for students to learn the structure of genres, grammatical patterns, and how to construct one by allowing them to negotiate between teachers and students or between students. In the context of implementation, in order to create a better environment for students to have negotiation of meaning, the Cooperative Teaching Technique, Number-Head Together (NHT), is used. The NHT technique aims to check the students' understanding of the lesson and also to make students work together in studying the material given at the previous stage (Mahmudah & Rosyic, 2022). In the implementation, the NHT technique involves an activity where students were divided into several groups with varying numbers of students. Before beginning the activity, the teacher explains how NHT works and how it achieves the learning objective. Then, each student in the group is given numbers to assist them in concentrating on their assignments, because the teacher will ask them to provide answers based on the numbers they have been given. The first step is for the teachers to announce a topic. Then, students are given the time to think and discuss with their team members. After being given some time, the teacher will randomly announce a number. The students with the same number will have to raise their hands. The student who raises their hand fastest has to state their opinion regarding the topic under discussion. Last, the teacher will allow the other group to respond to the opinion, so the discussion will happen. This implementation of the stage aims to create an opportunity for students to practice creating spoken text to express their opinion regarding the topic related to the theme.
- d.) The last stage of the GBA stages is Independent Construction of the Text. The students are asked to work independently on the construction of the text. During these stages, they are expected to incorporate their knowledge of the content, genre, and grammatical patterns into their work. This stage aims to create an opportunity for students to delve into their knowledge individually with the teacher's guide.

This implementation of Deep Learning through the Cooperative Learning technique by using the instructional model allows this research to picture how it can be used in the Indonesian education learning context. The implementation of Deep Learning was integrated during the third stage of the GBA framework, which is the Joint Construction of the Text. It is solely due to the Cooperative Learning technique that is used as a medium, which can only be carried out in the JCoT stage.

Discussion

This section discusses the detailed explanation of how the Cooperative Learning technique is used to manifest the Deep Learning principle in the instructional model.

Mindful Learning Manifestation in the Use of NHT Technique

The Number Head Together (NHT), a Cooperative Learning technique used in the instructional model, attempts to create a mindful learning environment to bring and implement Deep Learning in the teaching and learning of speaking skills. In the above implementation, the NHT technique allows students to be aware of the activity they will be doing during the learning by explaining to them what NHT is and how it achieves the learning objective. It shows how the first element, which is metacognitive awareness, is being manifested. NHT also creates a chance for students to reflect on their learning by relating it to their experience and how they will apply it in a real-life context. In the above activity, students are given a certain topic related to real

life, they are given time to think on their own, given time to do self-reflection, and then discuss what they think with their group members. Through the discussion time that NHT provides, students are also taught how to manage their emotions when facing their team members who have different opinions. By the end of each cycle of NHT, teachers also held a discussion with the class regarding their understanding of the topic and how it can be interconnected to the real-life context. This creates a chance for students to reflect on their learning and room for self-improvement. Therefore, through the foundation of the mindful learning that the NHT technique manifests, it could be presented to the Deep Learning environment.

Meaningful Learning Manifestation in the Use of the NHT Technique

Through the instructional model display, it is seen that the concept of the NHT technique with meaningful learning is very relevant to each other. The two concepts are related to concrete experiences and social interactions. In the implementation, the NHT technique creates an environment where students are given a chance to share their experiences through discussion with their team members. This technique also facilitates students in having activities where they have social interaction, by sharing their thoughts with their peers in a discussion session. In the instructional model, students are given arguments related to a real-life context, in which they have to reach a conclusion whether they agree or disagree through discussion with their group members. This activity creates learning to be more meaningful, because students can see the relevance of the learning material to the real-life context and learn how to apply it. Therefore, the NHT technique implies how it delivers activity that emphasizes how important deep learning, relevancy, and students' active involvement in the process of learning are, creating a meaningful learning that is informative and creative for students.

Joyful Learning Manifestation in the Use of NHT Technique

The concept of joyful is invested in the instructional model above through the NHT technique. This concept is in line with the idea that learning is not merely about transferring knowledge but also an experience that stimulates curiosity, happiness, and creativity. Thus, the NHT technique is used as a tool to achieve joyful learning. This technique allows students to have a fun, active, and creative learning activity that also enhances their understanding. The activity that NHT technique offers is not merely discussion with their member, but also interactive questions and answers with the whole class, giving them a fun experience of expressing their opinion in front of many people. Moreover, this technique offers competition elements in its activity, creating a more unique and entertaining learning experience. Therefore, NHT technique creates a joyful learning design that channels students' opinions in a way that is enjoyable, meaningful, and deep learning.

CONCLUSION

This conceptual article proposed a comprehensive instructional framework that integrates Deep Learning principles into English Language Teaching (ELT), specifically in teaching speaking skills, through the Cooperative Learning technique, Number Head Together (NHT). This integration offers an instructional model that is not only aligned with the concept of mindful, meaningful, and joyful learning but also grounded in the theoretical framework of Deep Learning. This article highlights how instructional strategy provides students with a learning experience that encourages critical thinking, reflection, and real-life knowledge application, especially in the context of speaking skill development. Through the implementation of the Genre-Based Approach framework, this model allows students to actively construct their knowledge and apply it in social interaction and discussion. Thus, the integration of Deep Learning through Cooperative learning creates a more student-centered, engaging, and cognitively stimulating English learning environment that supports the demands of 21st-century education. However, this article is proposed as a conceptual framework without empirical validation, so the effectiveness of the instructional model has not been proven. This model is also limited to speaking skills in senior high school and focuses only on one Cooperative Learning Technique (NHT). As it aligns with the Indonesian Emancipated Curriculum, adaptation may be required for different educational contexts. Therefore, further research is needed to test and refine the instructional model in its implementation.

Based on the instructional model developed in this article, future researchers are encouraged to conduct empirical studies to validate the effectiveness of the model in various classroom settings. English teachers are also recommended to explore and adapt the framework by designing learning activities that emphasize collaboration, higher-order thinking, and relevance to real-life contexts. Additionally, this article highlights the importance of holding teacher training to provide a professional development program that helps teachers understand the concept of Deep Learning and how to implement it through various interactive techniques like NHT. This instructional model could also be modified and expanded for other language skills,

levels, or educational contexts, ensuring its flexibility and relevance. Ultimately, this conceptual framework is expected to support the improvement of speaking instruction in Indonesian education contexts and to inspire further innovation in ELT strategies.

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