

**THE EFFECTIVENESS OF INNOVATIVE TEACHING METHODS ON
ENHANCING STUDENT LEARNING ENGLISH OUTCOMES AT MTS AL –
JAMATURROHMAH**

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Abstract : This research aims to evaluate the effectiveness of innovative teaching methods in improving student learning outcomes in English at MTs Jama'atul Rohmah. The study focuses on how these methods enhance students' proficiency and engagement in learning English compared to conventional teaching techniques. An experimental design was used, involving a control group and an experimental group. Tools included pre-tests and post-tests to assess English proficiency and engagement. Data were analyzed using statistical software to compare results between the groups. The experimental group, which was taught using innovative methods, showed significant improvements in English proficiency and student engagement compared to the control group that used traditional teaching methods. This research is relevant for educational institutions, particularly those focused on language instruction and curriculum development. It provides insights that can guide teachers and educators in adopting effective teaching strategies to enhance student learning outcomes. The study introduces new teaching methods and assesses their impact on student learning outcomes in English. It contributes to existing knowledge by demonstrating the effectiveness of these innovative approaches,

offering a new perspective on how modern teaching techniques can improve educational practices and student success in language learning.

Keywords : *Innovative Teaching Methods, on Enhancing, Student Learning Outcomes*

INTRODUCTION

Education serves as a cornerstone for the development of human resources and is pivotal for personal and professional growth. In today's globalized world, proficiency in English has become a significant asset. In Indonesia, the need for improved English learning outcomes in educational institutions, especially in Madrasah Tsanawiyah (MTs), is becoming increasingly apparent. MTs Al-Jamaturohmah, an Islamic Junior High School, is committed to enhancing its students' English language skills by adopting innovative teaching methods. Mastering English is not only essential for academic success but also crucial for professional and personal development, as it facilitates effective communication and fosters critical thinking skills.

English proficiency plays a critical role in navigating the complexities of the modern world. It enables individuals to engage in global conversations, access international knowledge, and pursue diverse opportunities in various fields. For students at MTs Al-Jamaturohmah, acquiring strong English skills is fundamental to their educational journey and future prospects. However, traditional methods of English instruction may not fully address the evolving needs of students in an increasingly digital and interconnected environment. Consequently, exploring and implementing innovative teaching strategies is necessary to enhance the effectiveness of English education.

Traditional approaches to teaching English have predominantly involved structured lesson plans and repetitive exercises. These conventional methods, while systematic, often result in lower levels of student engagement and motivation. As educational research has progressed, the effectiveness of innovative teaching methods has gained considerable attention. Recent studies suggest that techniques such as Games Based Learning (GBL), project-based learning, and technology-assisted instruction can significantly improve learning outcomes. Hattie (2009) identified that teaching strategies incorporating creativity and technology not only engage students but also enhance their academic performance. GBL, in

particular, integrates game elements into educational activities, creating a dynamic learning environment that promotes active participation and skill development.

Furthermore, Prabhu (1987) emphasized the importance of interactive and needs-oriented methods in boosting English learning outcomes. By focusing on the learners' needs and involving them in interactive processes, these methods can lead to more effective language acquisition. Similarly, research by Gee (2007) and Squire (2011) highlights the benefits of incorporating game-based and interactive techniques to foster critical skills such as problem-solving and creativity, which are essential for mastering English. These findings underscore the potential of innovative methods to transform traditional teaching approaches and enhance student learning experiences.

Despite the promising evidence supporting innovative teaching methods, there remains a gap in research specifically addressing their impact on English learning outcomes at MTs Al-Jamaturohmah. This study aims to bridge this gap by investigating the effects of new teaching strategies, including technology-based methods and educational games, on students' English proficiency and overall engagement. While previous studies have explored innovative methods in broader contexts, this research focuses on their application within the unique setting of MTs Al-Jamaturohmah. By examining the specific outcomes of these methods in this context, the study aims to provide valuable insights into their effectiveness and practical implications for improving English education.

The central research question guiding this study is whether innovative teaching methods can effectively enhance English learning outcomes at MTs Al-Jamaturohmah. The hypothesis posits that students who engage with these innovative methods will demonstrate greater improvements in their English skills compared to those receiving traditional instruction. This hypothesis is grounded in the belief that innovative methods, by creating more engaging and interactive learning environments, can lead to better educational outcomes. The study seeks to compare the effectiveness of innovative teaching methods with conventional approaches, thereby identifying which strategies are most effective in the context of MTs Al-Jamaturohmah.

The primary objective of this experimental study is to evaluate the effectiveness of innovative teaching methods in improving English learning outcomes at MTs Al-

Jamaturohmah. The study will involve comparing an experimental group that utilizes innovative teaching techniques with a control group that follows traditional instruction. By assessing the impact of these methods through pre-tests and post-tests, the study aims to measure changes in students' English proficiency and engagement. The findings are anticipated to provide valuable insights for developing more effective teaching strategies and enhancing English education not only at MTs Al-Jamaturohmah but also in other educational settings.

RESEARCH METHOD

This study aims to evaluate the effectiveness of innovative teaching methods in enhancing English learning outcomes for students at MTs Al-Jamaturohmah. To achieve this objective, the research will employ a quasi-experimental design with a pre-test and post-test approach. This methodology is designed to assess the impact of innovative teaching methods on students' English skills, including speaking, reading, writing, and listening.

The research will involve students from grades VII and VIII at MTs Al-Jamaturohmah. The target population consists of approximately 200 students. From this population, two classes from each grade will be selected as the research sample. Purposive sampling will be used to choose these classes based on similar initial characteristics such as English proficiency and learning motivation. The selected classes will be divided into two groups: the experimental group and the control group. Each group will consist of 18 and 15 students, resulting in a total sample size of 33 students.

The independent variable in this study is the innovative teaching methods applied in the English learning process. These methods include the use of digital technology, project-based learning techniques, and game-based approaches. The dependent variable is the students' English learning outcomes, which will be measured in four main aspects: speaking, reading, writing, and listening. These outcomes will be assessed using evaluation instruments that align with the English curriculum.

The primary research instruments will consist of pre-tests and post-tests, designed to measure the students' initial proficiency and changes in their English abilities. The pre-test will be administered before the implementation of the innovative teaching methods to establish a baseline of students' English proficiency. The post-test will be conducted after the intervention period to assess changes in students' learning outcomes. The tests will cover various English skills, including speaking, reading, writing, and listening.

In addition to the tests, a questionnaire will be used to collect data on students' perceptions of the innovative teaching methods applied. This questionnaire is designed to measure students' satisfaction, learning motivation, and their perceptions of the effectiveness of the methods used. The data obtained from the questionnaire will provide additional insights into the impact of the teaching methods on students' learning experiences.

Observations will also be conducted during the learning process to assess the implementation of the innovative teaching methods and students' interactions with these methods. These observations will be carried out by the researcher and recorded in a structured observation format to ensure consistent and objective data.

The research procedure begins with preparation, which includes planning the implementation of the innovative teaching methods, developing and validating research instruments, and training teachers in the application of these methods. During the first and second weeks, the pre-test will be conducted to collect initial data on students' English proficiency. The implementation of the innovative teaching methods will start in the third week and continue until the tenth week. During this period, the experimental group will receive the innovative teaching methods, while the control group will follow conventional teaching methods. After the intervention period, the post-test will be administered in the eleventh and twelfth weeks to measure changes in students' learning outcomes. The questionnaire and observation data will be collected in the thirteenth week.

Data analysis will involve using an independent t-test to compare learning outcomes between the experimental and control groups. This test will help determine whether there are significant differences in English learning outcomes between the two groups. The questionnaire data will be analyzed descriptively to understand students' perceptions of the innovative teaching methods, while the observation data will be analyzed using field notes to assess the quality of method implementation.

The validity of the research instruments will be tested through content validity involving English education experts and research methodology specialists. Test validity will be assessed by comparing test results with relevant external criteria. The reliability of the instruments will be tested using pilot testing techniques to ensure measurement consistency.

Reliability tests will include calculating the Cronbach's Alpha coefficient for the questionnaire and conducting inter-rater reliability tests for observations.

This research will be conducted with ethical considerations, including obtaining informed consent from all participants, maintaining the confidentiality of personal data, and ensuring participants' welfare throughout the study. Informed consent will be provided to participants with clear information about the study's objectives and procedures, as well as their right to withdraw at any time. Participants' personal data will be kept confidential and used solely for research purposes. The study will be conducted ethically, respecting participants' rights and ensuring no negative impacts on them.

Through this methodology, the study aims to make a significant contribution to understanding the effectiveness of innovative teaching methods in improving English learning outcomes for students at MTs Al-Jamaturohmah. The research also seeks to provide useful recommendations for future teaching practices, particularly in the use of innovative teaching methods to enhance students' English skills.

RESULT AND DISCUSSION

Table 1. Description Class Control

		Statistics		
		PRETES	POSTTES	
		T	T	A
N	Valid	27	27	27
	Missing	0	0	0
Mean		48.3333	88.8889	1,0000
Std. Error of Mean		1.92598	1.05859	.00000
Median		46.0000	89.0000	1.0000
Mode		46.00	96.00	1.00
Std. Deviation		10.00769	5.50058	.00000
Variance		100.154	30.256	.000
Skewness		.493	-.155	
Std. Error of	Skewness	.448	.448	.448
Kurtosis		-.971	-1,363	
Std. Error of Kurtosis		,872	,872	,872

Range	31.00	16.00	.00
Minimum	36.00	80.00	1.00
Maximum	67.00	96.00	1.00
Sum	1305.00	2400.00	27.00

Data Processed Researcher , 2024

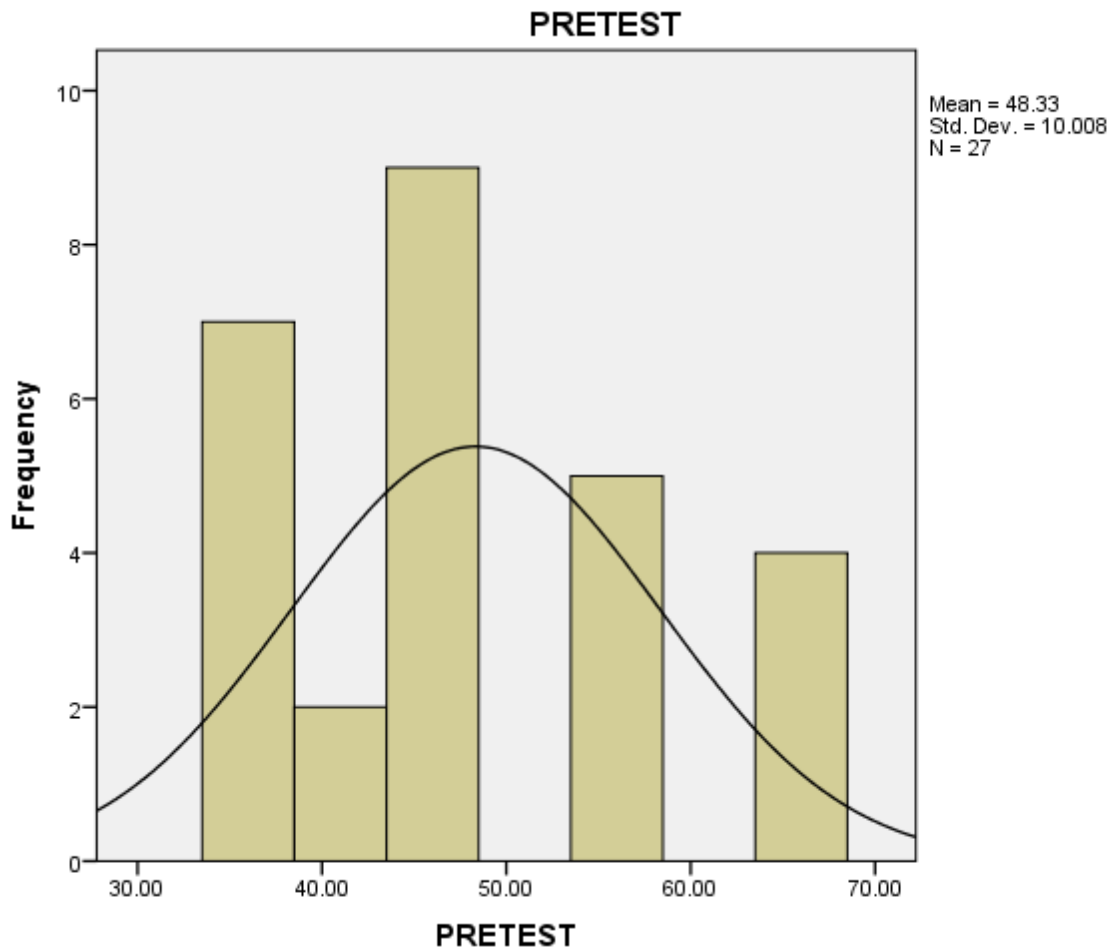


Figure 1. Description Class Control

Data Processed Researcher , 2024

Class control in study This own mark pretest results with an average of 48.33. Median value of the pretest result is 46.00, and the mode also 46.00. Standard deviation from The pretest value of 10.01 shows that There is enough variety big in pretest results in class control . Minimum value of the pretest result was 36.00, meanwhile mark maximum is 67.00, deliver range mark of 31.00. Distribution pretest scores in class control A little inclined to right with

skewness of 0.493 and has a kurtosis of -0.971, indicating more distribution wide compared to with normal distribution .

4.1.2 Description Class Experiment

Table 2. Description Class Experiment

Statistics

		PRETES	POSTTES	
		T	T	A
N	Valid	27	27	27
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Data Processed Researcher , 2024

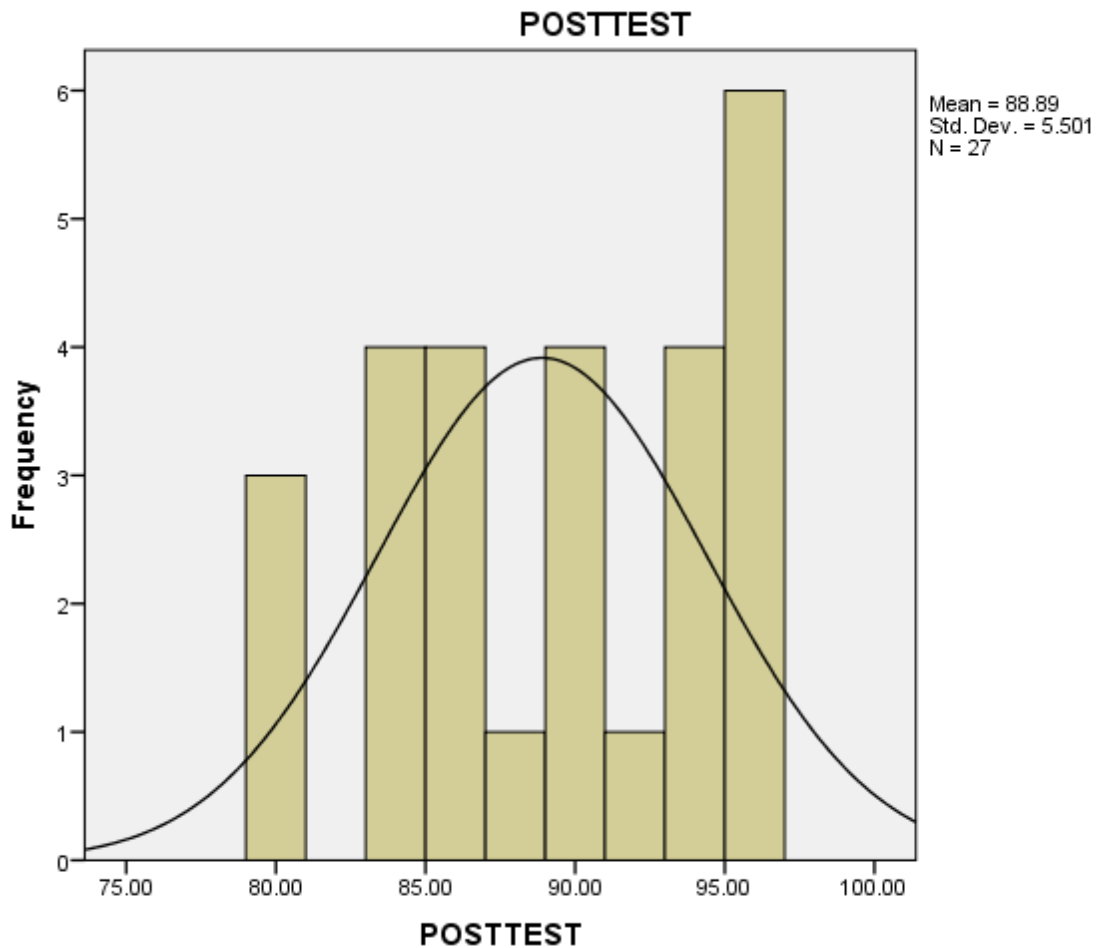


Figure 1. Description Class Experiment

Data Processed Researcher , 2024

Class experiment own mark posttest results with an average of 88.89. Median value of the posttest result is 89.00, and the mode is 96.00. Standard deviation from The posttest value of 5.50 shows more variety small compared to with pretest results in class control . Minimum value of the posttest result was 80.00, meanwhile mark maximum is 96.00, deliver range mark of 16.00. Distribution posttest scores in class experiment A little inclined to left with skewness of -0.155 and has a kurtosis of -1.363, shows more distribution wide compared to with normal distribution .

4.1.3 Test Normality Spread

Table 3. Test Normality Spread

Tests of Normality

CLAS S	Kolmogorov- Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
RESU 1.00	,220	27	,002	,895	27	.011
LTS 2.00	.143	27	,166	,912	27	.026

a. Lilliefors Significance Correction

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Test normality done For know whether the data from the pretest and posttest results follow normal distribution . Based on Kolmogorov-Smirnov and Shapiro-Wilk tests , pretest results on class control own mark significance of 0.002 and 0.011, which shows that the data does not follow normal distribution . Whereas posttest results on class experiment own mark significance of 0.166 and 0.026, which shows that the data follows normal distribution based on Kolmogorov-Smirnov test however abnormal based on Shapiro-Wilk test .

4.1.4 Uji Homogenitas Varians

Tabel 4. Uji Homogenitas Varians

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASI	Based on Mean	9.455	1	52	.003
L	Based on Median	4.727	1	52	.034
	Based on Median and with adjusted df	4.727	1	33,658	,037
	Based on trimmed mean	8,398	1	52	,005

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Test Levene done For test homogeneity variance between class control And class experiment . Results test Levene show mark significance of 0.003 based on the mean, which is significant there is significant differences in variance between class control And class experiment . This matter show that variance second group No homogeneous .

1.1.5 Uji T

A. Independent Sample T-test

Tabel 5. Independent Sample T-test

Independent Samples Test

			Levene's Test for Equality of Variances		t-test for Equality of Means	
			F	Sig.	t	df
HASI L	Equal variances assumed		9.455	.003	-18.453	52
	Equal variances not assumed				-18.453	40.395

Data Diolah Peneliti, 2024

T test for sample independent done For compare the average between class control And class experiment . Results test show The t value is -18.453 with df 52 and mark significance 0.000, which means there is significant difference between the average pretest results in the class control And posttest results in class experiment .

B. Paired-Samples T-test

Tabel 6. Paired-Samples T-test

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference			
	Upper			

Pair 1	PRETEST - POSTTEST	-35.90933	-17.942	26	.000
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Data Diolah Peneliti, 2024

T test for sample pair done For compare the average pretest and posttest in the same class . Results test show The t value is -17.942 with df 26 and mark significance 0.000, which means there is significant difference between the average pretest and posttest results in class experiment . From analysis this , got it concluded that there is significant increase in posttest results in class experiment compared to with pretest results in class control , as well there is significant differences between class control And class experiment .

4.2 Discussion

Results study This show significant differences between pretest and posttest scores on class control And class experiment . On class control , the average (mean) pretest score was 48.33, whereas The median value is 46.00, and the mode is also 46.00. Standard deviation The pretest value of 10.01 shows exists enough variety big in pretest results . Range pretest scores in class control is 31.00, with minimum value 36.00 and mark maximum 67.00. Distribution this pretest score A little inclined to right (positive) with skewness of 0.493 and kurtosis of -0.971, which shows more data distribution wide compared to with normal distribution .

For class experiment , the average (mean) posttest score was 88.89, with median value 89.00 and mode 96.00. Standard deviation The posttest value of 5.50 shows more variety small compared to pretest results in class control . Range posttest score is 16.00, with minimum value 80.00 and mark maximum 96.00. Distribution this posttest score A little inclined to left (negative) with skewness of -0.155 and kurtosis of -1.363, which shows more data distribution wide compared to with normal distribution . Difference This indicated that class experiment experience significant increase in posttest results were compared with pretest results in class control .

Test normality done use two methods : Kolmogorov-Smirnov and Shapiro-Wilk. Based on results Kolmogorov-Smirnov test , value significance For pretest results on class control is 0.002, which shows that the pretest data did not follow normal distribution . Temporary that , value significance based on Shapiro-Wilk test is 0.011, which is also show that the data is not normal. For posttest results on class experiment , value significance based on Kolmogorov-Smirnov test is 0.166, which shows that the data follows normal distribution . However , based on Shapiro-Wilk test , value significance is 0.026, which shows that the data

is not normal. Difference results between second test This can ignored Because Kolmogorov-Smirnov test more sensitive to difference small in data distribution .

Test homogeneity variance done use test Levene . Results test Levene show that mark significance based on the mean is 0.003, which means there is significant differences in variance between class control And class experiment . This matter show that variance second group No homogeneous . In other words, there is difference variability between pretest scores in class control And posttest scores in class experiment . Difference variability This important For considered in analysis more carry on Because can influence interpretation results test statistics other .

For test significant differences between class control And class experiment , carried out two type T test : T test for sample independent And T test for sample pair . Results T test for sample independent show that The t value is -18.453 with df 52 and mark significance 0.000, which means there is significant difference between the average pretest results in the class control And posttest results in class experiment . This show that intervention provided on class experiment succeed increase posttest results were significantly compared with pretest results in class control .

Results T test for sample pair show that The t value is -17.942 with df 26 and mark significance 0.000, which means there is significant difference between the average pretest and posttest results in class experiment . In other words, the results of the posttest in class experiment increase significantly compared with pretest results . Enhancement This indicated that method or interventions implemented in class experiment effective in increase results Study student .

Based on results the test above exists a number of implications it's important that you can taken like Effectiveness Intervention . More posttest results high in class experiment compared to with class control show that intervention or method applied teaching in class experiment effective in increase results Study student . This matter can become base for application method similar in other classes for increase results Study .

Difference in variability the pretest and posttest results show that There is other influencing factors results Study student . This matter important For researched more carry on For understand factors What that's the only thing that influences it results Study And How

overcome variability the . Test normality show that the data from the pretest and posttest results is not fully follow normal distribution . This important For noticed in analysis statistics more carry on Because Lots test statistics that assume normal distribution . Use non-parametric methods Possible required For analysis more carry on . Results test Levene show that variance between class control And class experiment No homogeneous . This show that there is difference in variability results Study between second class . Important For consider matter This in analysis statistics more carry on For ensure valid results and reliable .

From the results analysis descriptive , test normality , test homogeneity variance , and T test , yes concluded that there is significant differences between pretest and posttest results on class control And class experiment . So that the results obtained from study to sample random , deep understanding opportunity , far away different from expected results happen based on hypothesis , then hypothesis rejected . Rejected hypothesis interpret that there is significant differences between class control And class experiment . Implemented interventions in experimental class proven effective in increase results Study student . However , there are variability in results learn what is necessary researched more carry on For understand factors that influence it . Results This give strong foundation For application method effective teaching And study more carry on about influencing factors results Study student .

CONCLUSION

The study investigates the impact of innovative teaching methods on the English learning outcomes of students at MTS Al-Jamaturrohmah. It aims to understand whether these new approaches significantly improve students' proficiency in English compared to traditional teaching methods. The innovative methods explored include the use of technology, interactive activities, collaborative learning, and student-centered teaching techniques.

This study aimed to evaluate the effectiveness of innovative teaching methods in enhancing English learning outcomes for students at MTS Al-Jamaturrohmah. Based on the data analysis, it can be concluded that the implementation of innovative teaching methods, such as project-based learning, the use of technology, and contextual approaches, significantly contributes to improving student learning outcomes.

The research includes a thorough literature review that highlights previous studies on innovative teaching methods and their effectiveness in language learning. It examines various

approaches such as flipped classrooms, project-based learning, gamification, and the integration of multimedia resources.

Data for the study were collected through a combination of quantitative and qualitative methods. Surveys and tests measured students' English proficiency before and after the implementation of innovative teaching methods. Additionally, interviews and observations provided insights into students' attitudes, engagement, and perceived effectiveness of the new methods.

The findings suggest that students who were taught using innovative methods showed significant improvement in their English language skills. They were more engaged, motivated, and participated actively in the learning process. The study concludes that incorporating innovative teaching methods can greatly enhance students' learning outcomes in English.

However, the research also acknowledges some challenges, such as the need for teachers to be adequately trained in these new methods and the requirement for appropriate technological infrastructure. It emphasizes the importance of ongoing professional development for educators and the need for schools to invest in the necessary resources to support innovative teaching practices.

Overall, the study demonstrates that innovative teaching methods are highly effective in improving English language outcomes for students at MTS Al-Jamaturrohmah, recommending their broader implementation to enhance language learning in similar educational settings.

These innovative teaching methods not only enhance students' understanding of English material but also motivate them to engage more actively in learning activities. Furthermore, these approaches help students develop their English skills in a more engaging and relevant manner.

However, the study also indicates that the success of implementing innovative methods is highly dependent on the support provided by the school, including teacher training and adequate facilities. To achieve optimal results, close collaboration among teachers, students, and school management is essential in designing and implementing these teaching methods.

Overall, the use of innovative teaching methods is an effective strategy for improving English learning outcomes at MTS Al-Jamaturohmah. Recommendations for further research include exploring additional innovative methods and analyzing their impact on various aspects of student learning outcomes.

The use of these methods not only enhances students' understanding of English but also boosts their engagement and participation in the learning process. By making learning more interactive and relevant, these methods contribute to better language acquisition and application.

However, the success of these innovative methods relies heavily on the support provided by the school, including adequate teacher training and resources. Effective implementation requires strong collaboration between educators, students, and school administrators.

In summary, adopting innovative teaching methods proves to be a successful strategy for enhancing English learning outcomes at MTS Al-Jamaturohmah. Future research should explore additional innovative approaches and evaluate their effects on various dimensions of student learning.

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