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DEVELOPMENT OF INVESTIGATION-BASED LEARNING TOOLS TO IMPROVE STUDENTS' INFORMATION VERIFICATION CAPABILITIES

Fanny Kusdianti Nur Sya'bani, Yerry Soepriyanto, Ence Surahman, Fikri Aulia

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: fanny.kusdianti.2201216@students.um.ac.id

Abstract

Information verification skills are an important competency that students must have in dealing with the rapid flow of digital information. This research aims to develop a learning tool based on Investigation Based Learning (IBL) and test its effectiveness in improving students' information verification skills. The research uses the Research and Development (R&D) method with the ADDIE model which includes the Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects consist of 78 students of the Communication Studies Study Program, State University of Malang, class of 2024, divided into two classes. The research instruments include expert validation sheets, information verification ability tests, and student response questionnaires. The validation results showed that the device obtained a very worthy category from media experts and material experts. The results of the implementation showed an increase in the ability to verify student information based on the comparison of pre-test and post-test scores. The N-Gain analysis yielded an average value of 0.57 which belongs to the medium category. Student response to learning tools obtained a percentage of 87.25% with the very good category. The findings of the study show that Investigation Based Learning-based learning tools are valid, practical, and effective in improving students' information verification skills.

Keywords: Investigation Based Learning, learning tools, information verification, digital literacy.

1. Introduction

The development of digital technology has changed the way individuals access, manage, and disseminate information. Easy access to various sources of information through digital platforms provides a great opportunity for students to gain knowledge quickly and widely. However, on the other hand, these conditions also present challenges in the form of increased exposure to information that is inaccurate, unverified, and contains disinformation. This phenomenon requires individuals, especially students as part of the academic community, to have adequate information verification skills to be able to assess the credibility of sources, check the validity of information, and make decisions based on accountable information.

The ability to verify information is increasingly important because of the high intensity of student interaction with various digital information sources, such as social media, news sites, electronic journals, and other online platforms. Although students are relatively active in accessing digital information, various studies show that their ability to evaluate and verify information is still diverse and not optimal. High exposure to digital information is not automatically followed by adequate critical literacy skills, so that students have the potential to receive and disseminate information without going through an examination process for the

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accuracy, source, and context of the information. This condition shows the need for learning efforts that are systematically able to develop critical and evaluative thinking skills in dealing with increasingly complex digital information flows.

In the context of higher education, learning generally still focuses on mastery of conceptual material, while the development of information verification skills has not yet become an explicitly integrated part of learning activities. In addition, the learning process is often still dominated by the use of presentation media and lecturers' explanations, so that student involvement in investigative and evaluative activities is not optimal. In fact, the availability of structured learning tools, such as student modules and worksheets, can help direct the learning process to be more active, systematic, and student-centered. Therefore, it is necessary to develop learning tools that not only support mastery of the material, but also facilitate the development of information verification skills through meaningful learning experiences.

One approach that has the potential to support the development of these abilities is Investigation Based Learning (IBL). This learning model places students as active subjects who are involved in the investigative process through the activities of formulating questions, collecting information, analyzing data, evaluating findings, and drawing conclusions based on evidence. Through this process, students not only gain conceptual understanding, but also develop the ability to think critically, analytically, and reflective of the information obtained. A number of studies have shown that an investigation-based approach is able to increase student involvement in learning, strengthen critical thinking skills, and support information processing and evaluation skills in various learning contexts.

However, research on the development of Investigation Based Learning-based learning tools specifically aimed at facilitating students' information verification capabilities is still relatively limited. Most previous research has focused more on the influence of investigative approaches on learning outcomes or critical thinking skills in general. In addition, research that integrates modules, student worksheets, and evaluation instruments in a single unit of investigation-based learning tools to support information verification has also not been widely carried out. This condition shows that there is a research gap that needs to be followed up through the development of learning tools that are systematically designed according to the needs of learning in higher education.

Based on this description, this study aims to develop a learning tool based on Investigation Based Learning consisting of modules, student worksheets, and evaluation instruments to facilitate students' information verification skills. In addition, this study aims to determine the level of validity of the learning tools developed so that they can be used as an alternative to support learning that is more active, structured, and oriented towards the development of student information verification skills.

2. Method

2.1 Research Design

This study employed a Research and Development (R&D) approach to develop and validate Investigation-Based Learning (IBL)-based learning tools aimed at facilitating students' information verification skills. The development process adopted the ADDIE model

(Analysis, Design, Development, Implementation, and Evaluation), as it provides systematic and iterative stages for designing, developing, implementing, and evaluating educational products.

2.2 Research Site and Time

The research was conducted at the Communication Science Study Program, Faculty of Social Sciences, Universitas Negeri Malang. The study was carried out during the academic semester in which the implementation of the developed learning tools took place.

2.3 Research Subjects

The research subjects consisted of 78 undergraduate students enrolled in the Communication Science Study Program. The participants included 38 students from Offering A and 40 students from Offering B. The subjects were selected using the intact group sampling technique, in which naturally formed classes were chosen without individual randomization.

2.4 Research Procedure

The development procedure followed the ADDIE model, consisting of five stages:

2.4.1 Analysis

The analysis stage involved identifying learning needs, analyzing curriculum requirements, examining student characteristics, and investigating learning problems related to information verification skills. The findings indicated that learning activities were still dominated by lecture and presentation methods, highlighting the need for learning tools that encourage investigative learning activities.

2.4.2 Design

Based on the results of the analysis, learning tools were designed by integrating the Investigation-Based Learning syntax. The design included learning modules, student worksheets, and assessment instruments aligned with the targeted information verification competencies.

2.4.3 Development

At this stage, the learning tools were developed according to the prepared design. The products were subsequently validated by material experts and media experts. Suggestions and feedback from the validators were used to revise and improve the quality of the developed learning tools before implementation.

2.4.4 Implementation

The implementation stage involved field testing using a pre-experimental one-group pretest–posttest design. This design was employed to examine changes in

students' information verification skills before and after the use of the developed learning tools.

2.4.5 Evaluation

The evaluation stage was conducted continuously throughout the development process. The effectiveness and feasibility of the learning tools were assessed based on validation results, student learning outcomes, and student responses.

2.5 Research Instruments

Data were collected using expert validation sheets, information verification skills tests, and student response questionnaires. The information verification skills test consisted of five essay questions developed based on five indicators of information verification: provenance, source, context, corroboration, and motive. Student responses were assessed using an analytical rubric designed to measure the level of mastery of each indicator. In addition, a student response questionnaire was administered to obtain students' perceptions regarding the content, presentation, language, appearance, and usefulness of the developed learning tools.

2.6 Data Analysis

The collected data were analyzed using qualitative descriptive, quantitative descriptive, and quantitative inferential techniques. Qualitative descriptive analysis was used to analyze comments, suggestions, and feedback from validators as a basis for revising and improving the developed learning tools. Quantitative descriptive analysis was employed to determine the validity level of the learning tools and student responses in the form of percentages. The percentage of validity was calculated by comparing the obtained score with the maximum possible score and then interpreted according to the established feasibility criteria. Quantitative inferential analysis was used to evaluate the effectiveness of the developed learning tools by comparing students' pretest and posttest scores. Furthermore, the N-Gain score was calculated to determine the extent of improvement in students' information verification skills after participating in learning activities using the Investigation-Based Learning-based learning tools.

3. Results and Discussion

3.1 Result

The development of Investigation-Based Learning-based learning tools resulted in products in the form of Semester Learning Plans (RPS), learning modules, Student Worksheets (MFIs), and information verification ability evaluation instruments. Before being implemented in learning, all devices first go through a validation process by media experts and material experts to ensure the feasibility of the product in terms of design and material substance. The validation results show that the developed device obtained a very high level of feasibility. Media expert validation resulted in a percentage of 96.4%, while material expert validation obtained a percentage of 96.8%. Both results are included in the very feasible category, so the learning tools are declared eligible to be implemented in learning

activities without the need for major revisions. These findings show that the developed device has a match between aspects of display, presentation structure, language, and material with the learning objectives to be achieved.

The implementation of the learning tool was carried out on students of the Communication Studies Study Program, State University of Malang, which consisted of two classes with an initial number of participants of 78 students. During the implementation of the research, the pre-test data was successfully obtained, while in the post-test stage there was a reduction in the number of respondents to 74 students due to absence at the time of data collection. Therefore, the analysis of device effectiveness was carried out using paired data that met the criteria for completeness of pre-test and post-test scores. The results of the descriptive analysis showed an increase in the ability to verify student information after participating in learning using Investigation Based Learning-based tools. The average student score increased from 12.04 in the pre-test to 16.49 in the post-test, which indicates a positive change after the implementation of the learning tool.

Before hypothesis testing, the data were first tested for normality using the Shapiro–Wilk test. The test results showed that the pre-test data was normally distributed with a significance value of 0.259, while the post-test data had a significance value of 0.026 so that it did not meet the assumption of normality. Based on these results, follow-up analysis was carried out using the nonparametric Wilcoxon Signed Rank Test. The results of Wilcoxon's test showed that there were 73 positive ranks, no negative ranks, and only one data had a fixed value (ties). In addition, an Asymp score was obtained. Sig. (2-tailed) of 0.000 (< 0.05). These results show that there is a significant difference between pre-test and post-test scores, so it can be concluded that the use of Investigation-Based Learning-based learning tools has a positive effect on improving students' information verification skills.

The level of improvement in students' abilities was then analyzed using the Normalized Gain (N-Gain) index. The calculation results show an average value of N-Gain of 0.57. Based on Hake's criteria, the value falls into the medium category. These findings show that the learning tools developed are able to effectively improve students' information verification skills, even though the level of improvement obtained has not reached the high category. Thus, the implementation of Investigation-Based Learning-based learning tools has been proven to make a positive contribution to the development of students' ability to verify information through a systematic investigation process.

In addition to measuring the improvement of information verification skills, this study also examines students' responses to the learning tools used. Analysis was carried out on 16 statements that included aspects of the feasibility of content, presentation, language, appearance, and benefits of learning tools. The results of the descriptive analysis showed that the average score of each indicator was in the range of 3.3–3.5 from a maximum scale of 4, with an overall average of 3.49. After converting into percentage, a value of 87.25% was obtained which was included in the very good category. These results show that students respond very positively to the developed learning tools. Students consider that learning tools are easy to use, help understand the material, support the information investigation process, and improve critical thinking skills in evaluating the information obtained. These findings indicate that learning tools are not only valid and effective, but also practical and well accepted by users in the context of real learning.

3.2 Discussion

The results of the study show that the Investigation Based Learning (IBL)-based learning tools developed have met very high eligibility criteria, both in terms of media and materials, and have a positive impact on improving students' information verification skills. Based on the results of media expert validation, the device obtained a feasibility percentage of 96.4% which is included in the very feasible category. These achievements indicate that the aspects of visual design, layout, ease of navigation, and readability of the device have been optimally designed to support the learning process. The quality of good learning media has an important role in creating a conducive learning environment because it can increase student involvement during the learning process. In the context of investigation-based learning, the appearance and ease of use of the device are very important factors because students are required to explore information independently. Therefore, intuitive and easy-to-use devices can reduce the cognitive load of students so that they can focus more on the investigation and information analysis activities that are the main objectives of learning.

In addition to the media aspect, the results of the validation of material experts also show a very high level of feasibility with a percentage of 96.8%. These findings show that the material presented is in accordance with the set learning outcomes, has adequate depth and breadth of concepts, and is able to facilitate the development of students' critical thinking skills. The suitability of the material with the characteristics of the Investigation Based Learning model is one of the main factors that support the effectiveness of the learning tool. The IBL model places students as active subjects in the learning process who are directly involved in the activities of identifying problems, collecting information, analyzing data, and drawing conclusions based on the evidence obtained. Therefore, good quality material not only serves as a source of knowledge, but also as a means to build the high-level thinking skills required in the process of information verification.

From the implementation aspect, this study shows that the learning tools developed can be applied well even though there is little data loss at the post-test stage. The loss of the data does not affect the validity of the research results because the analysis is only carried out on paired data. The results of the normality test showed that the data were not completely distributed normally, so the use of the Wilcoxon test as a nonparametric analysis technique was considered methodologically correct. The test results showed that almost all students experienced an increase in scores after participating in learning using Investigation Based Learning-based devices. This can be seen from the number of positive ranks of 73 and no negative ranks found. The findings showed that all students who experienced a change in score showed a positive change direction without any decrease in performance after the treatment was given. Furthermore, a significance value of 0.000 ($p < 0.05$) indicates that there is a significant difference between the results of the pre-test and post-test, so it can be concluded that the application of Investigation-Based Learning-based learning tools has a real influence on improving students' information verification skills.

The effectiveness of the learning tools was also strengthened by the results of the N-gain analysis which obtained a value of 0.57 and was in the medium category. These results show that the learning tools developed are able to improve students' information verification skills quite effectively, even though the improvements achieved are not yet in the high category. The increase in the medium category can be understood as the result of a

learning process that provides opportunities for students to actively engage in various investigative activities, such as searching for information sources, comparing various references, understanding the context of information, and evaluating the validity of information. These activities are a key component of information verification skills that demand critical and analytical thinking skills. However, the high category has not yet been achieved shows that there are still certain aspects of abilities that require further strengthening, especially the ability to identify biases, the motives for disseminating information, and the critical interpretation of various forms of digital information that are increasingly complex. Therefore, more intensive and continuous training is needed so that students can develop information verification skills more optimally.

The success of the implementation of the learning tool is also reflected in the response of students who show an excellent acceptance rate. The results of the student response questionnaire obtained an average score of 3.49 or equivalent to 87.25%, which is included in the very good category. These findings show that students give a positive assessment of the tools used, both in terms of ease of use, clarity of material presentation, and its benefits in helping the learning process. The positive response indicates that the device is not only theoretically feasible based on the judgment of experts, but also practical to use in actual learning situations. The high student acceptance rate is an important factor because the success of a learning innovation is not only determined by the quality of its design, but also by the extent to which users can accept and use it effectively in learning activities.

More broadly, the results of this study show that the application of Investigation Based Learning-based learning tools is able to create a more student-centered learning experience compared to conventional learning approaches that tend to be oriented towards one-way delivery of material. In the learning process, students not only play the role of recipients of information, but also as individuals who actively search, analyze, clarify, and evaluate various available sources of information. This active involvement indirectly trains Higher Order Thinking Skills (HOTS), especially in the aspects of analysis, evaluation, and drawing evidence-based conclusions. This condition shows that the Investigation Based Learning approach has high relevance in facing learning challenges in the digital era which is characterized by the abundance of information from various sources with varying levels of credibility. Through systematic investigative activities, students become more critical, reflective, and selective in receiving information so that they are not easily influenced by information that has not been verified for its truth.

The success of the learning tools developed is also inseparable from the integration of various learning components that are systematically designed and complementary. The learning module serves as a conceptual foundation that provides an understanding of information verification strategies and steps, while the Student Worksheet (LKM) acts as a means of implementing concepts through structured investigation activities. Meanwhile, evaluation instruments are used to measure the level of achievement of students' abilities after participating in the learning process. The integration between these components allows the learning process to take place gradually and continuously, so that students not only understand the concept of information verification theoretically but are also able to apply it in real situations. These findings reinforce the view that integrated learning tools have a significant contribution to improving learning effectiveness because each component is designed to support the achievement of the same learning objectives.

The ability to verify information that is the focus of this research is one of the important components in information literacy and digital literacy that are urgently needed by students in the era of digital society. The rampant phenomenon of misinformation, disinformation, and the spread of hoaxes through various digital platforms requires individuals to have the ability to check the credibility of information sources, compare various references, understand the context of information delivery, and identify the possibility of bias or certain interests behind information. Through the Investigation Based Learning approach, students get the opportunity to develop these skills directly through authentic learning experiences. Thus, learning is not only oriented towards the achievement of academic competence alone, but also contributes to the development of 21st-century skills that are relevant to the needs of social and professional life.

Although this study showed positive results, some limitations need to be noted in interpreting the findings obtained. The implementation of learning tools is carried out in a relatively short span of time so that the process of familiarizing students with investigative activities has not taken place optimally. In addition, the research only involves students from one study program with a limited number of subjects, so the level of generalization of research results still needs to be further tested in different contexts. Therefore, further research is recommended to implement Investigation Based Learning-based learning tools over a longer period of time, involve more diverse subjects, and integrate more interactive digital technology to support the information investigation process. With this development, it is hoped that the effectiveness of learning in improving students' information verification skills can reach a more optimal and sustainable level.

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the Investigation Based Learning (IBL)-based learning tools developed meet the valid, practical, and effective criteria for use in learning. The high validation results of media experts and material experts show that the developed devices have good quality in terms of design and learning substance. In addition, the results of the implementation showed a significant increase in student information verification ability after participating in learning using the device. These findings indicate that the Investigation Based Learning approach is able to facilitate students to be actively involved in the process of searching, analyzing, evaluating, and verifying information, thereby encouraging the development of critical thinking skills needed in dealing with various information in the digital era. The success of these learning tools is also supported by a very positive student response, which shows that the tools are not only theoretically feasible but can also be applied effectively in real learning situations.

More broadly, the results of the study confirm that the development of investigation-based learning tools has strong potential to support the improvement of information literacy and digital literacy of students. Through the systematic investigation stage, students gain a more meaningful learning experience because they focus not only on mastering concepts, but also on the ability to evaluate the credibility of information and make decisions based on accountable evidence. Therefore, the Investigation Based Learning approach can be an alternative learning strategy that is relevant to be applied in higher

education to equip students with 21st century competencies that are increasingly needed in the midst of the increasing complexity and dynamics of digital information flows.

However, this study still has some limitations, especially in the scope of the research subject and the relatively limited duration of implementation. Therefore, further research is suggested to test the application of Investigation Based Learning-based learning tools in a broader context, involving various disciplines, and integrating more interactive digital technologies to support the information investigation process. In addition, support from educational institutions through academic policies and training programs for educators is also needed so that the implementation of investigation-based learning models can be carried out more optimally and sustainably. With wider development and implementation, Investigation-Based Learning-based learning tools are expected to be able to make a greater contribution in improving the quality of learning and the ability to verify student information in higher education.

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