

Designing Arabic Learning with Prediction Guide: A Prospect

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Abstract: The Prediction Guide Learning Strategy is currently used as an active learning method in schools. During the learning process, it is more often defined as an explanation of pictorial material with children making up stories in the pictures that the teacher provides. In the discussion of this paper discusses learning in schools using a prediction guide strategy by analyzing the activeness and thinking of students. By concluding that learning strategies in Indonesia by using learning strategies will change the way of learning and focus on lessons and students will further develop their way of thinking to improve their ability to think. The quality of children's learning will improve the way of thinking and social empathy with classmates. And get new knowledge in using learning strategy methods. The existence of this strategy will affect children's thinking patterns and invite social empathy towards friends around them.

Keywords: Strategy Development, Learning Design, Arabic Learning.

Introduction

Education in Indonesia still needs to be developed and improved, especially in terms of quality, because the results are still not as expected. One of the indicators is the Human Indicator Index, the nation's competitiveness index, which is one of the educational outcomes that is still worrisome. In 2012, the Indonesian HDI was ranked 114th out of 117 countries studied, down from 113 in the last three years (Sahaka 2019).

Among other educational components, teaching and learning process activities are a very dominant factor determining the success or effectiveness of education. Much has been done by the government and education stakeholders in improving the quality of learning but has not solved many problems. The learning model used has not much facilitated students to learn actively, cooperatively, and contextually as a result, learning is dominated by education so that the activities of students. At this time also the implementation of the 2013 curriculum which mandates the existence of an active learner (Active Learning) in learning in the

classroom and outside the classroom through scientific approaches such as inquiry learning, discovery, problem-based learning project-based learning, cooperative-based learning and others, inductive learning. become the main learning in the current learning practice that puts forward active learning. And the fact is that there are still many educations that only use conventional learning models using the lecture method which causes passive students who are not in accordance with the current educational paradigm, namely Student Centered, which is based on active learning (Amirullah and Hamami 2020).

Materials and Methods

This study uses a literature review using data sources from journals, books, and proceedings related to the research. The result obtained from these references, the researchers read carefully to explain the various learning strategies that can be implemented in universities. An in-depth analysis

confirmed that various learning strategies play an essential role in developing student understanding.

Results and Discussion

A. Definition of learning strategies

We can simply define that: strategy of learning is a strategy that is in use in learning, such as discussions, observation and debriefing, also another activity where can encourage the formation of competence of participants learners. In learning, the teacher's task is the most important environmental condition in order to support the occurrence of a change of behavior for participants educate (Nurcholis et al. 2020). According to Morgan who cited Toeti Soekamto and Udin Saripudin Winataputra any change in behavior is relatively stable and occur as a result of exercise or experience is called learning. Two concepts are becoming integrated in one activity at the time of the interaction between teachers and students together actively in learning (Fathurrohman 2017, 13).

Also, we can understand that strategy as an art which using the prowess and source power to achieve the goal through a relationship that is effective with the environment and conditions that would be benefit. The development term strategy is also used in the field of education or teaching, so it appears the term strategy of teaching or strategies of teaching and learning. the strategy in the sense that the same with the model is to describe the overall procedure which systematically to achieve the goal. Then give limits on the strategy of learning to teach is as used to indicate the overall strategy or activity that using by teachers to create an atmosphere of learning to teach are very conducive for educational purposes. Briefly learning strategy would consist of four primary elements namely: (1) Determining the purpose of teaching (2) Choosing the teaching and learning approaches; (3) Selection and determination of teaching and learning procedures, methods and techniques; and (4) Determination of criteria for the success of the process teaching of evaluation were conducted (Deslauriers et al. 2019).

Teaching and learning strategies are several alternative models, ways to organize teaching and learning activities, which are general patterns of activities that must be followed by teachers and students in the realization of teaching and learning activities. Another term which used and focusing the same point as conceptual framework of teaching and learning strategy that describes a systematic procedure which properly organized experience of learning to achieve the purpose of a particular learning, which stand as a guideline for the designers of learning and the teaching in their plan and carry out activities to learn. The implementation about concept of strategy of learning in conditional teaching and learning process has several meanings as follows (Brookfield 2018; Ertmer and Newby 1996).

- 1) Learning strategy is a decision to act on the teachers using skills and educational competency which are available to reach the destination through a relationship that is effective between the environment and aims to profitable condition.
- 2) The learning strategy is an outline act in managing the learning process to achieve the learning objectives are effective and efficient.
- 3) Strategy in the learning process is a plan that is carefully prepared to achieve learning objectives.
- 4) Strategy is a general pattern of actions of teachers and students in the realization of learning. The pattern of these shows sorts and sequences of act which displayed teacher and participant students in the various learning events.

Of the several definitions that can be drawn the conclusion that learning strategies are several alternative models, methods, ways to organize activities to learn to teach that the general patterns of activities which must be followed by teachers and students to achieve instructional aims that has been set. Teaching strategies and characteristics in dealing with differences in student learning modalities: (Mullen 2020; Stranford et al. 2020)

- 1) Learning strategies for dealing with visual people:

- a) Using visual materials such as pictures, diagrams and maps
 - b) Using color to mark things - things important
 - c) Stimulated to read illustrated books
 - d) Using multimedia (movies, songs, etc.)
 - e) Encourage children to illustrate their thoughts and pictures
- 2) Learning strategies for dealing with kinesthetic people
- a) Do not be forced to learn in time that is long
 - b) Inviting children to learn by exploring their environment
 - c) Allow children chew chewing gum when studying
 - d) Using color light for highlight things important in reading
 - e) Allow the child to learn and listen to music
- 3) Learning strategies to deal with auditory
- a) Involving participants students participated to the discussion
 - b) Encourage participants learners read the material subject to loud noises
 - c) Using musical accompaniment to teach
 - d) Discuss ideas with the participants students are verbally
 - e) Let the child record the learning and repeat it at home

B. Understanding learning and Its Definitions

Learning is the result of the interaction between stimulus and response. A person is considered to have learned something if he can show a change in his behavior. There are some opinions from the experts on the notion of learning include: (Helda, 2016)

- 1) Slamet argued that "learning is a process of businesses that make someone a change in behavior that is new as a whole, as a result of his experience".
- 2) According to G.A Kimble in Lisnawati Simanjuntak, "learning is a relatively permanent change in potential behavior that occurs as a result of an exercise with strengthening and does not include changes due to maturity, fatigue or damage to the nervous system or in other words that knowing and understanding something so that there is a change in someone who learns.

- 3) Syaiful Bahri Zain argues that "learning is a process of changing behavior thanks to experience and practice. This means that the purpose of the activity is a change in behavior, both concerning knowledge, skills, and attitudes, even covering all aspects of the organism or personal (Haryani, 2020).

The word or term learning is not something new, it is widely known, but in this study, each expert has a different understanding and definition, even though practically each of us already really understands what is meant by learning. Therefore, to avoid these diverse understandings, various definitions of learning according to experts will be presented below. According to R Gagne in Ahmad: Learning can be defined as a process in which an organism changes its behavior as a result of the experience. Learning and teaching are two concepts that cannot be separated from each other (Warsita 2018)

A model is simply a picture that will be designed to represent reality. A model is defined as a replica of the phenomenon it attempts to explain. So in learning activities the model can be eaten as a pattern or picture that explains various forms of views related to learning activities. Learning model events can also be interpreted as cheating a village or environment that describes the process of detailing and creating environmental situations that allow children to interact in learning, so that there is a change or development in the child (Rahmawati et al., 2021)

According to Kemp in the book Learning Models Developing Teacher Professionalism, strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Optimally, a method is needed to realize the strategy that has been set. Thus, a learning strategy can occur using several methods. For example, to implement the expository strategy, the lecture method is usually used as well as the question and answer method or even discussion by utilizing available resources, including using learning media. on a plan to achieve something, while the method is a way that can be used to

implement a strategy (Rahmawati, Nur, and Taqiyuddin, 2021)

Approach can be interpreted as our starting point or point of view towards the learning process. The issue of approach refers to the view of Kallen Baliwa that there are two teacher-centered approaches and a mind-centered approach. Teacher-based derives direct learning strategies from deductive learning or exponent learning and deriving strategies about the occurrence of a process that is still very general in nature.

Theory of Learning According to Pask and Scott

According to Pask and Scott, distinguishing a holistic way of thinking and a serial or serialist way of thinking is a holistic way of thinking that tends to jump forward, directly to the "complete picture of an information system or tends to learn something from the most general stage, then moves towards more specific (detail). It's like looking at a painting, it's not the details that we observe first, but the whole painting at once, only after that to the smaller parts While the serialist way of thinking is the same as the algorithmic approach, but the holistic way of thinking is not the same as the heuristic approach Cybernetic theory emphasizes more on the information system to be studied. but pay less attention to how the learning process takes place so that this theory is considered difficult to practice. Applications in instructional activities of this theory are as follows: (Sholikah, Nikmah, and Prakoso 2017; Wilson and Scott 2017)

- 1) Define instructional goals
- 2) Determine the subject matter.
- 3) Improving information contained in the material.
- 4) Determine the appropriate learning approach to the information system.
- 5) Arrange the subject matter in an appropriate order with the information.
- 6) Prepare material and guide students to learn with a pattern that is similar to the sequence of subject matter.

C. Understanding Prediction Guide

According to Hisham Zaini interpret prediction guide, as guess the lesson. The prediction guide

learning strategy is used to actively involve students / students in learning, from the beginning to the end of learning. In the strategy, the students are asked to express their views on the topic since the beginning of the lesson and then assess back view of this at the end of learning. With this strategy, students are required to be active and are expected to maintain their attention during the learning process. Students are required to match their predictions with the material presented by the teacher and what they get from learning resources (McConnell et al. 2017). Prediction Guide Features. As for the characteristics and strategies prediction guide among others:

- 1) Teachers activate students in learning.
- 2) Teachers ask question which has several possibilities answers.
- 3) The teacher gives students the opportunity to discuss in small groups.
- 4) The teacher gives students the opportunity to express their answers and demonstrate according to their abilities
- 5) The teacher in the lecture conveys the contents of the points that are in accordance with the material and curriculum content.
- 6) The teacher gives students the opportunity to compare their answers with these points.

The very steps of implementing prediction guide model as well as follows: (Spears and Gambrell, 1990)

- 1) Determine the topic to be delivered.
- 2) For students to the groups small.
- 3) Teacher asks students to guess the lesson of what just that roughly get in this study.
- 4) During the process of learning, students are asked to identify their prediction.

Advantages and disadvantages of model prediction guide. It had been founded that Prediction Guide model will address some methodological advantages such as follows: (Buehl, 2018)

- 1) This method not only invites children to be physically active but also mentally.
- 2) Children from an early age have been trained to be able to predict and match the concepts they

have experienced or learned both at school and at home in the past or now besides that.

- 3) Students will be challenged to think and to recall the material that is presented.
- 4) Then we can motivate students to study at home beforehand because the Prediction guide method requires students to be active and able to express their predictions so that they can be enthusiastic to find answers to each of each problem.

In addition to having the advantages, strategies prediction guide also has some drawbacks. Weaknesses of prediction guides are as follows: (Simpson and Hynd, 1988)

- 1) This method teachers are not able to freely inside implement it because of this strategy must also consider how the situation of students at the time in the classroom.
- 2) There are students who may be active and always wanted to know, but there are also students who are less own curiosity were large and tend to be passive.
- 3) Teachers must understand the characteristics that differ from one another.
- 4) Teachers must cultivate the spirit of learning in their students.

There are the factors affecting learning achievement. Student learning achievement is influenced by various factors, both from within (internal) and from outside (external). The learning achievement achieved by students is essentially the result of the interaction between these various factors. Therefore, the introduction of teachers to factors that can affect student achievement is very important in order to help students achieve optimal learning achievement according to their respective abilities. Mulyasa stated that the components involved in learning and influencing learning achievement are: (Mirhadizadeh, 2016; Hartiwi, Kozlova, and Masitoh, 2020)

- 1) Raw input refers to individual characteristics that may facilitate or hinder the learning process.
- 2) Instrumental input, refers to the qualifications and completeness of the necessary facilities, such as teachers, methods, materials or resources and programs

- 3) Environmental input, which refers to the situation, physical condition and atmosphere of the school as well as relationships with teachers and friends.

D. Historical Aspect of Thinking and Learning Models

Historical thinking is basically an activity of thinking someone like a historian who is criticizing a source in the form of a document. In other words, work related to history is historical thinking, basically means how to map the future by teaching the past to be precise. Historical thinking according to Wineburg begins with the act of connecting, analyzing and applying historical concepts used in forming opinions about historical concepts. Saying something about history based on historical facts can already be categorized as historical thinking. There are elements of historical thinking, as follows: (Vansover, 2019; Lovat, 2016; Sung, 2020)

- 1) Significance deals with characters, ideas, events, the location of events that are considered important and why they are important. Events are significant because they are related to other events and especially in the present.
- 2) Epistemology and evidence are very close to the historical method which questions the past, the reliability of the evidence and how there can be differences in interpretation.
- 3) Continuity and change are basically bound in the dimension of time and are relational. The dimension of time cannot be separated in space, even this is a characteristic of historical science compared to other social sciences. Every event, change, movement, process and dynamics implicitly states about time. In this context, organizing the time series and understanding the soul of time becomes important.
- 4) Growing and collapsing are closely related to the questions of what and why, so that it is possible to compare historical phenomena.
- 5) Empathy and moral decisions (historical perspective taking) are part of understanding historical phenomena.
- 6) historical agency that all historical phenomena are always driven by historical actors, but the question of who can be answered by big figures

The essence of learning approaches, methods, and techniques

A discussion of the intricacies of the history of language learning can be related to the terms approach, method, and technique. Anthony who gave birth to the term approach (method) and technique. Approach is a set of assumptions and relates to the nature of language learning and teaching. Method is a comprehensive plan of systematic presentation of language based on a certain approach. Techniques are special activities that are realized in the classroom that are consistent with the method and therefore are also in line with the approach (Anthony, 2019).

Anthony also stated that the approach is the assumptions related to the nature of language, learning, and teaching. Method is described as a comprehensive plan of teaching. Systematic language based on a certain approach. Techniques are certain activities that are applied in the classroom according to the method and therefore according to the approach. The terms approach, method, and technique as stated by Anthony above were renamed by Richards and Rodgers (1986) to approach, design, and procedure, namely under the term method. So the method proposed by Richards and Rodgers includes approaches, designs, and procedures. That is, the approach proposed by Richards and Rodgers is the same as the approach proposed by Anthony. The design put forward by Richards and Rodgers. the same as the method proposed by Anthony (Wotring, Chen, and Fraser 2021).

Method according to Richards and Rodgers is a broad term that includes the division and relationship between theory and practice. Furthermore, the approach is the assumptions, beliefs, and theories of language and language learning. Design shows the relationship between these theories and learning materials and activities. Procedures are techniques and practices based on certain approaches and designs, as stated by Anthony above. Based on their new formula, Richards and Rogers established two principles that contribute to our understanding of the concept of a method: High resolution techniques: general discussion

- 1) The concept of specific methods for the purposes of language teaching design is now left biased or obscured. The concept of their method is schemed with six important factors of design, objectives, syllabus, activities. the role of the learner, the role of the teacher, and the role of teaching materials The last three factors have occupied a significant proportion of our collective concern as a profession for the past ten years or so.
- 2) Richard and Rodger alluded to us which ultimately gave rise to separate ideas. defined, method. which is basically an important element of the methodology By helping us to think structured from the approach that is the basis for our language learning design, which is realized in various procedures we can see that the method because we are still using and understanding the terms and too restrictive is too programmed and too.

Development of Arabic in Indonesia

Teaching Arabic in Indonesia. Arabic is widely known in all walks of life, from childhood to adults. This is because Arabic has been studied by some Indonesian people, both in formal institutions such as schools and colleges as well as in non-formal institutions such as Islamic boarding schools, course places, teaching assemblies, and other institutions (Mufidah and Tahir, 2018; Wekke, 2015).

In formal institutions, Arabic is taught, either directly or indirectly, from Kindergarten to University. Teaching Arabic, directly, is delivered through Arabic subjects; while indirectly it is learned, either through Islamic religious education or other subjects. In schools under the Ministry of Religion, Arabic is a compulsory subject taught from Kindergarten to Higher Education. While schools under the Ministry of Education and Culture do not all require Arabic subjects to be taught in schools under them. Arabic is only given to language classes and classes that choose Arabic as their choice. In addition, Arabic is usually given to public schools under Islamic foundations (Albantani and Madkur, 2019).

In addition to the elementary and secondary school levels, Arabic is also taught in universities.

Universities that teach Arabic, in general, are universities that are under Islamic foundations. In addition, Arabic is taught in several universities under the Ministry of Education and Culture of the Republic of Indonesia (Ministry of Education and Culture of the Republic of Indonesia), which opens Arabic Studies Programs or Departments (Mufidah and Tahir, 2018).

Conclusions

Strategy-based learning is very much needed and very necessary in the world of teacher education who educates schools to have different strategies. Many students are active in learning because the strategies presented by the teacher are very useful and very strategic. Students always have potential with their own abilities and what makes active learning and learning crafts depend on each teacher how he operates to teach his students. The explanation above shows that Arabic is one of the oldest languages in the world. Until now, Arabic is still used, although other cognate languages have become extinct. The most important event in the history of the development of the Arabic language is the arrival of Islam and the spread of this religion to various regions from Central Asia to West Africa. The arrival of Islam and the revelation of the Qur'an, which was followed by Al-Hadith several centuries later using standard Arabic, made Arabic have an important meaning and still exists today. We can see the importance of Arabic, both as a religious language and as a language of communication in international relations. As for the development of Arabic in Indonesia, several facts and data indicate that this language has been known since the entry of Islam into the archipelago. Arabic entered and developed in the territory of Indonesia along with the spread of Islam.

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