



## New Concept of Teaching English to Students from Non-English Speaking Countries

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### Abstract

The objective of this study is to compare and underscore the advantages and disadvantages of learning English in non-English speaking countries to propose the concept of a new English teaching method for students from non-English speaking countries (the case of Russia, Spain, Serbia, and Indonesia). The study used a mixed-methods approach with qualitative analysis of literature from Russia, Serbia, Spain, and Indonesia, and a research questionnaire was developed. 1595 participants were recruited for a survey determining their experiences of learning English and students' perspectives on English teaching methods in non-English speaking countries. The data went through thematic analysis in the qualitative part of the research and descriptive analysis in the quantitative survey-based design. Findings of the qualitative analysis revealed both advantages and disadvantages of teaching English to students in selected countries; however, the main findings reported the presence of cultural barriers and students finding it difficult to form meanings from the English language context. Conceptual thinking helped to understand the role of memory and comprehension when learning a foreign language, whereby research focuses on more novel concepts. Future researchers can focus on the area of neural development of students' memory, which can help guide strategies to teach the English language effectively.

### Keywords:

University Education;  
New Concept of Teaching English;  
Non-English Speaking Countries;  
EFL;  
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## 1- Introduction

Teaching a foreign language is a key factor in developing intercultural competence through communication [1]. The purpose of teaching English as a foreign language (EFL) in non-English speaking countries (NESC) is to develop

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communicative skills in intercultural spheres [2]. In universities, students learn EFL for academic and professional achievement, as well as socio-cultural mobility and interactions [3]. However, studies have proposed that students learning EFL in NESCs may find it difficult with problems in grammar, syntax, and diction, whereby the development of their intellectual capacities is critical to understanding and developing competence for learning foreign languages [4, 5].

Hasanah & Utami studied using a semi-structured design among teachers from non-English speaking countries. There are reported challenges of lack of infrastructure and student motivation to learn English in China, Japan, Thailand, and Mongolia [6]. One study in Russian higher education reported growing challenges with the advanced pace of technology integration, where the education sector requires staff to specifically adapt technology to teach language. These problems have been further raised by internationalization in education and business [7]. Even though education sectors are embracing dual degree programs to expand their offerings, English proficiency remains a major challenge [7]. For example, achieving standard levels from B2 (intermediate skills) to C1 (proficient skills) is a standard requirement for master's education [4]. Scholars have highlighted technological trends as impacting the course of language teaching with the advent of different technology tools, the development of English as a medium of instruction, and the context of blended teaching methods [8, 9]. However, learning English is a challenge in the context of the changing structures of society in non-English speaking countries. This study emphasizes the new concepts of teaching English to university students in non-English-speaking countries. Also, the major difficulties in understanding the scope of EFL teaching across intercultural groups and for different countries are highlighted [8, 9]. In this regard, this study analyzes the experiences of students learning languages in selected non-English speaking countries. Through qualitative and critical analysis of data by comparing the advantages and disadvantages of learning English in the selected regions, this study aims to develop propositions with novel concepts of teaching English.

Research has emphasized that English teaching has become a necessity in universities in non-English speaking countries because of its developmental role in research and academics [9–11]. Belyaeva & Kuznetsova [10] studied the use of English as a medium of instruction (EMI) strategy in Russian universities, using English as a medium for teaching different courses as part of regulations. Another study also reported from interviews among students and faculty staff in Russian universities that integrating EMI can boost internationalization. It facilitates the development of students' B2 to C1-level skills. However, some students claimed that they did not understand most of the lecture and that there was no specific mechanism for those having a lack of sufficiency in English on a scale of B2/C1. On the other hand, studies have also highlighted challenges such as teachers' lack of comprehension of students' competence in the learning of foreign languages [9, 10].

In Serbia, a study investigated students' perspectives on English teaching methods and showed that students perceived the method to be good as teachers provided real-life examples while teaching English. Most importantly, they were taught by native Serbian speakers, and the students had both L1 (Serbian) and L2 (English) language competence, as they could use both Serbian and English when the need arose [11]. In Serbia, teachers use collaborative learning for English by assigning teamwork activities to accomplish tasks in the course. However, students' lack of motivation and lack of interest in linguistic diversity were some of the challenges observed [12]. On the contrary, one study in Indonesia reported that storytelling and movies are engaging teaching strategies used by educators as part of the audio-visual platform for teaching English [13]. Although the methods are engaging for students, they may imitate the illogical context of fictitious movies and divert from the institution of their realistic goals while learning a foreign language [13]. In addition, one study in Indonesia conducted interviews with university students who reported their experiences of learning L2 (English as a second language) [14]. It was found that students have basic knowledge and can relate to their life experiences when learning English; however, they also perceive some challenges as new language learning is a time-consuming process. Besides, making mistakes in new learning causes their inner self-prejudices to prevent them from learning English [14]. One example of teaching English in non-English speaking countries can be found in universities in Spain. This study has critiqued the idea that employing only EMI strategies is not enough for learning EFL, especially in special disciplinary subjects and research [15]. For example, the context, syntax, and vocabulary need to be expanded concerning the specified subjects, and with the ever-changing global environment, studies have focused more on integrating technology in the teaching of the English language.

### ***1-1-Research Gaps and Objectives***

At present, scholarly articles mostly inform us about methods of teaching English. In particular, the role of technology in enhancing flipped learning and blended learning for language teaching has been discussed [9–12]. However, gaps persist with issues such as varying levels of proficiency in English in non-English speaking countries [16]. Such proficiency further defines how language learners would read, write, speak, or practice English in their academics and careers [16]. Teaching English must focus on analyzing the experiences of students learning the EFL, such that it must assess how their cultural context, pronunciation of the language, development of meaning, and practice from language learning would impact their development of competence in the English language. The existing studies have usually focused on teaching methods, their benefits, and challenges to the system of education [12–14]. However, the gap is still present in understanding the cultural and situational context of non-English speaking countries for university students

learning EFL. Similarly, studies have not propounded the analysis to further understand which novel teaching methods can be adopted in universities.

Our survey proposed the following objectives:

- To identify the advantages and disadvantages of teaching English as a foreign language in each country.
- To describe the new concept of applying effective technology-based methods to enhance the teaching of English in non-English speaking countries.

## **2- Research Methodology**

### ***2-1- Research Design***

This study used a mixed-methods approach to achieve objectives, analyze the experiences of university students in the chosen countries, and conduct a survey to determine the newly implemented concepts. Because the study included human participants and their opinions, the methodology was approved by both the supervisor and the ethical review board. In the mixed method, using a qualitative approach, the study identified the advantages and disadvantages of learning English from papers published between 2011 and 2022. The study selected 14 articles, and information is presented in the table to demonstrate the comparison. The study then used a structured survey to collect data from university students to determine their perceptions and preferences regarding the new concepts of EFL teaching. The descriptive survey analyzed the students' opinions, proposing smart learning methods that can be adopted to improve the learning experience.

### ***2-2- Research Setting***

In terms of geography, the study targeted four countries: Russia, Indonesia, Serbia, and Spain. The Russian, Serbian, and Spanish languages belong to Indo-European language families, as well as English does. English is one of the most spoken languages in Europe, but despite this, Russian, Serbian, and Spanish are still far from English in terms of learning and proficiency. On the other side, Indonesian is very distant from the English language, belonging to the Austronesian family. The choice of these countries is based on their language, relationships, experiences, and challenges when people start learning English. In the global context, integration of the English language in the selected countries produced different outcomes that were either advantageous or disadvantageous. In the qualitative investigation, the study also justifies why the selected geographies are important. The participants were mainly recruited from the capitals of selected countries, namely Moscow (Russia), Belgrade (Serbia), Madrid (Spain), and Jakarta (Indonesia). In the first quarter of 2023, a survey was conducted among participants to collect data. However, the study approached the participants through the social media platform Facebook and had no prior cooperation with the institute where students were enrolled in the first-year program of a bachelor's degree.

### ***2-3- Participant Recruitment and Sample Size***

Students enrolled in the first year of a bachelor's program at universities in Russia, Serbia, Indonesia, and Spain were recruited. Convenient sampling was performed to ensure appropriate sample selection from a large unknown population. The reason for selecting this population was that learning English for a bachelor's degree is aimed at developing communication and proficiency skills, either for higher studies or career progression. Besides, at this point in education, students are exposed to cross-cultural interactions with foreign students, teachers, and guides. English is a communication tool for students to interact in a smooth learning environment. Those who had some proficiency and potential knowledge of learning English in the course were included. Thus, by chance selection from convenient sampling resulted in participants such as Russians (n = 800), Serbians (n = 100), Indonesians (n = 600), and Spanish students (n = 95). These participants were aged between 18 and 23 years, of which 750 were females and 845 were males. Participants provided consent before they participated in the research to ensure the standards of ethics (Figure 1).

### ***2-4- Data Collection***

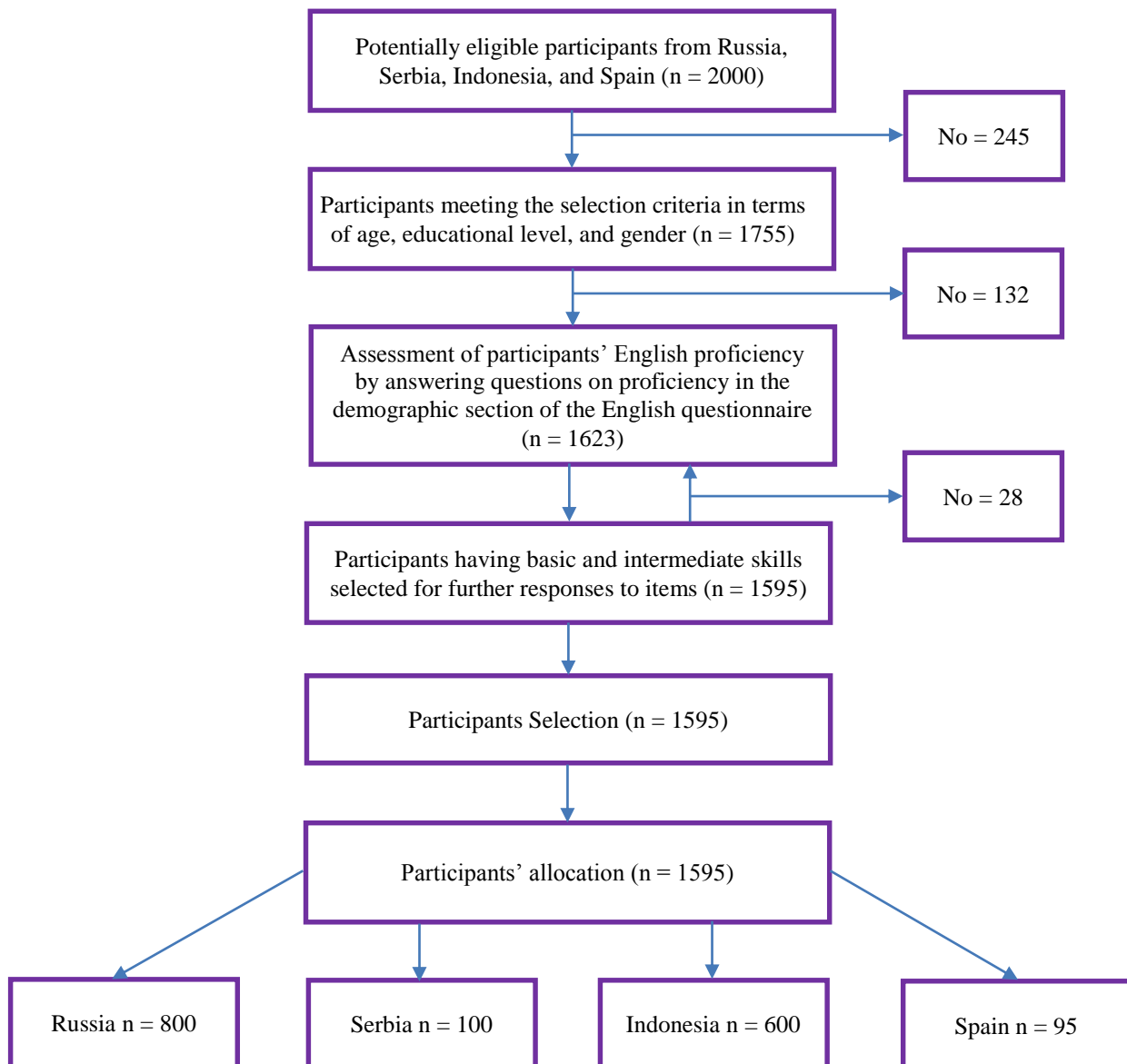
The data were primarily collected from literature to analyze the experiences of learning English in non-English speaking countries, and a table was formed. However, the study specifically used a 21-item questionnaire to collect participants' responses in real time to define the concepts of new teaching methods for English. The questionnaire comprises two elements of the demographic section in Part A and study items using a 5-point Likert scale in Part B. Section B has three sub-sections: students' concept of the needs of English, students' experiences, and students' perception of teaching methods. The 5-point Likert scale rating from 1 to 5 was used to provide numeric answers, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree (see Appendix I).

The data collection process took place in the first quarter of the year 2023. The questionnaire was administered to participants from the first to the second year of the selected universities. The choice of this target group was based on

several factors, including the age characteristics of the students and the specific challenges they faced during the transition to a new social environment. This transition involves changes in residence, social circles, daily routines, and educational routines.

The questionnaire was distributed among the participants either in person or through an online survey platform, depending on the convenience and availability of the participants. The purpose of the study, the confidentiality of responses, and voluntary participation were emphasized to ensure ethical considerations. Participants were instructed to respond to the questionnaire honestly and to the best of their ability.

For the first section, secondary data were collected from Google Scholars, a reference hub of useful information sources, and only published articles were retrieved. For each country, two to three articles were used as a reference to justify the statements in comparison to the advantages and disadvantages of the system. However, for the second part, the participants were given a self-administered web-based questionnaire to collect their responses. The questionnaire was shared by email with each participant who agreed to fully participate in the research. Numeric responses were collected in the file and stored until further analysis.

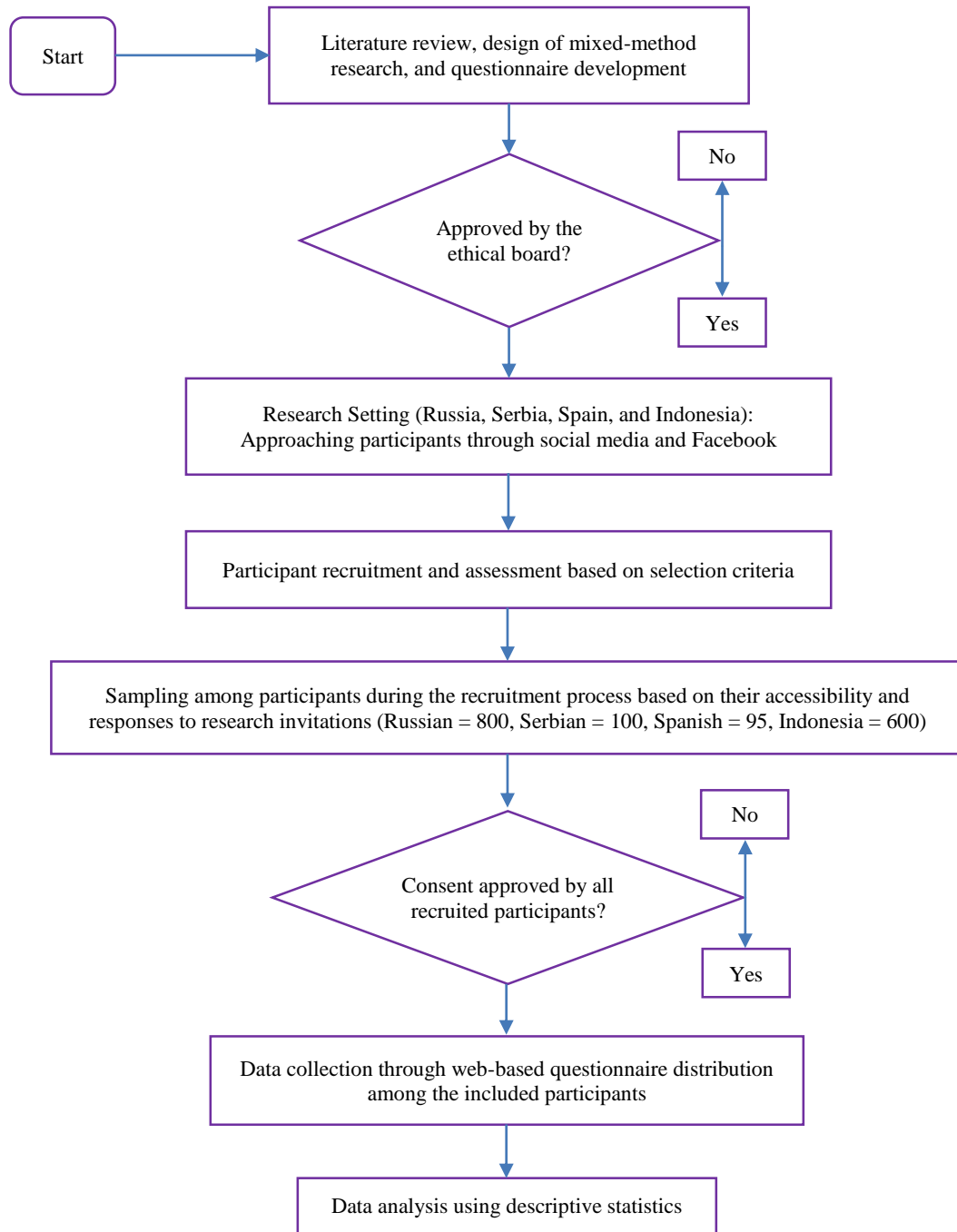


**Figure 1. Participant recruitment flowchart**

### 2-5-Data Analysis

The survey data was processed for analysis of participants' responses using Statistical Package for the Social Sciences (SPSS) version 19 software. The software performed descriptive statistics on the demographic information. It also implied the frequency distribution of the participants' responses in Part B. Also, the average and standard deviations were found and analyzed in all necessary responses. The assessment of mean results determined which method is best for learning English as a foreign language in the university's curriculum.

Figure 2 shows the flowchart of the research methodology through which the objectives of this study were achieved.



**Figure 2. Research flow diagram**

### 3- Results and Discussion

Table 1 presents the compilation of a comparative analysis of countries regarding the advantages and disadvantages of learning English as a foreign language.

Interviewed students reported both advantageous and disadvantageous experiences with the selected systems while learning English. It was understood that English learning, speaking, and writing vary across these systems and are associated with different levels of proficiency skills that are acquired by different methods. The study also examined innovative strategies such as the use of mobile applications, translation support services, ICT-based logical thinking and memory strategies, and listening strategies. The systems are complex, and students face challenges. Besides, ICT is not new as it has already been researched and established since the 2000s, but an innovative approach would support the useful integration of English for specific educational purposes. Therefore, the survey was conducted. The results of the survey are also provided to identify the modern method and appropriate.

**Table 1. Comparative analysis of countries regarding the advantages and disadvantages of learning English as a foreign language**

Country	Articles/References	Advantages of the System	Disadvantages of the System
Russia	Proshina (2008) [17]; Gavrilova & Trostina (2014) [20]; Heeringa et al. (2023) [18]; Kurbanov (2023) [20]	Russian universities use a task-based learning strategy. Teachers use fresh genuine texts or records, such as video news (from BBC, CNN etc.) issued on video hosting (YouTube and others), as part of an application of information and communication technology (ICT) techniques. This gives some general and genuine text from real-time events rather than text in books. This is an important source of lexical knowledge that enhances vocabulary. In addition, it also provides training materials to practice learning the foreign language.	Russia is the largest member of the Commonwealth of Independent States (CIS), which uses the Russian language as its lingua franca. This means that English is not as much required for work or business activities as it could be otherwise. In education, English's choice as a tool of instruction is not mandatory and is based on the needs of the curriculum. It was also found that most Russian dissertations are published in Russian rather than English, which may cause contradictions and limitations of use in academic circles.
		Universities use English as a medium of instruction (EMI) strategy to teach students. In Russia, growing internationalization is proliferating EMI programs for foreign language education. The aim is to gain competitive advantage in the international market.	Universities usually appoint foreign lecturers for EMI and CLIL methods-based learning; however, challenges in students' learning experiences have been reported. The most importantly, when native speakers use jargon and slang words to teach the context, Russian university students may feel anxious. Strategic learning may produce unintentional negative learning outcomes.
		Russian and English sentence structures in most cases are similar when seeking translation, which makes it easy for students to learn faster by following the sentence order. In this regard, students find it easy to learn English using content and language-integrated learning (CLIL) techniques.	Even though some minor similarities can be found between Russia and English (considering the global diversity of all world languages) since both belong to the Indo-European family of languages; still, they are still pretty distant. Russian belongs to the Slavic branch of the Indo-European family, whereas English belongs to the Germanic branch. These branches are distant in the context of lexical and phonetically differences. Thus, languages may significantly differ in terms of the sound and shape of vocabulary and grammar.
Serbia	Radić-Bojanić et al. (2015) [11]; Pavlović & Đorđević (2022) [12]; Xinxin et al. (2022) [21]	In Serbia, a study investigated students' perspectives and reported that teachers used their native language to teach English and provide real-life examples. The students are taught in a way that balances their L1 (Serbian)/L2 (English) ratio so that they can speak in languages when the need arises.	Writing is, however, often neglected while learning English for general or specific purposes. The students are less motivated to complete the tasks.
		Both Russian and Serbian have Slavic languages, which are related to Romance and Germanic languages entailing English as well; however, the countries and languages evolved into different pathways. Even though Russian and Serbian are rather close languages and both these Slavic countries are surrounded by neighbors (CIS and Balkans, respectively), user cases are quite the opposite. Balkan countries, all of which speak Southern Slavic languages, do not use any of them as lingua franca; as a result, English is spoken in Serbia rather often.	Serbia can be acknowledged as the least developed economy; this means that Serbia has the least potential for working or business international communication that requires English
		Years spent studying English as a foreign language in Serbia and using different strategies such as social, cognitive, and memory strategies have produced opportunities to practice and learn English in natural settings.	The status of learning English in Serbian universities shows that not much focus on learning English for a specific purpose. Teaching English only focuses on filling teaching hours. Teachers mainly focus on grammar and translation contexts and avoid other skills. The system requires more apprehension of the implementation of the system to teach English in Serbian universities.
Indonesia	Xinxin et al. (2022) [21]; Zein et al. (2020) [22]; Widodo (2016) [23]; Al Arif (2019) [21-24].	Indonesia has language policies in practice for the English language curriculum and a 50-year tradition of teaching English at all levels of the education sector, elucidating that English is significant for a professional career.	However, learning English and its strong influence may have harmful effects on the traditional values of indigenous people. This, in turn, may affect the system to integrate English to learn for career success.
		The country is ranked 2 <sup>nd</sup> in the global list of countries with cultural and linguistic diversity. This diversity was prompted in earlier times by the influence of Dutch colonization and the dominance of the United Kingdom and the United States. Thus, learning English with a strong vocabulary is an imprint of the colonial past.	Despite linguistic diversity, learning English in higher education faces challenges as students have difficulty understanding the context of their English curriculum textbooks.
		Indonesia has some lexical units strictly borrowed from English, such as <i>universities</i> , <i>sekolah</i> (school), <i>bisnis</i> , or <i>jurnal</i> , and new examples keep entering Indonesian vocabulary. Common lexical units provide a small connection for learners.	Similarity with English is only present at the vocabulary level. In terms of grammar and syntax, Indonesian is much more distant from English than the other languages of the investigated countries; Indonesian does not belong to the Indo-European family, so linguistic differences are vast. Teachers in this system must develop strategies to achieve mastery in all aspects of specific course learning.
		Because vocabulary is strong, Indonesian learners use different strategies to learn English. For instance, they use logical thinking and students can relate more to their experiences while learning new words. In addition, ICT use is common to enhance learning, such as online news reading, googling, YouTube, playing games, and online shopping are some trends among students as well, which support their proficiency during English learning.	However, learning English in Indonesia is not easy. There are many non-academic matters, such as social and cultural factors. For example, Indonesians place high value on family connections and social relations. In this regard, learning a new language may be a burden or students may be less motivated. Students may have learned the language for general purposes using ICT, but learning for specific purposes in research education requires more intensive efforts and ICT strategies.



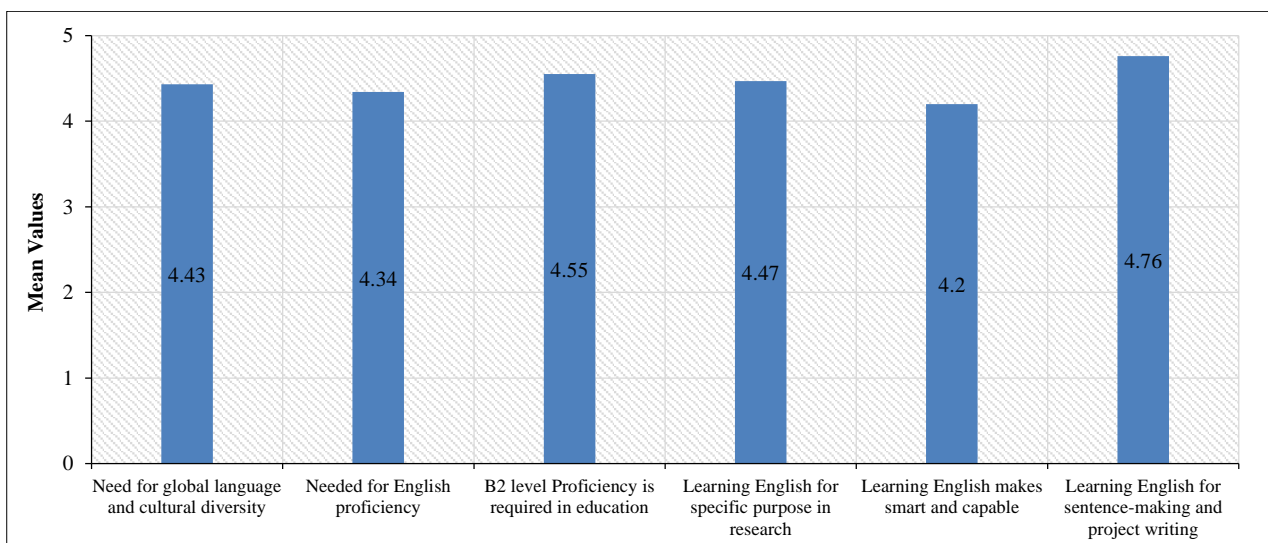
Spain	Sun & Wang (2020) [25]; Peña-Acuña & Crismán-Pérez (2022) [26]; Carrie (2017); [27]	One advantage of learning or teaching English in Spain is the close affinity of Spanish to English. Spanish belongs to the Romanic branch of Indo-European languages, and English, mainly belonging to the Germanic branch, clearly had a great influence from Romanic languages. Moreover, Germanic and Romanic branches are relatively close to each other; for example, both English and Spanish have analytical syntax-grammar systems, unlike languages of other analyzed countries.	The disadvantage of learning is associated with the fact that English is still not an official and common language when speaking and communicating but is integrated into the educational sector and businesses. Also, Spain itself has several minor languages, such as Galician, Catalan or Asturian, which are officially recognized. People who are used to communicate with their minor languages generally have different linguistic abilities than those who only speak Spanish
	ICT is integrated as Spanish EFL teaching uses digital literacy for English education. Some techniques such as mobile learning, such as digital apps like Papua, provide language coaching and develop spoken fluency and writing skills in English. One study among Spanish university students also reported students' positive attitudes and experiences with the usage of this app.	The challenge is that this app requires a wide background knowledge and information about the Spanish language and culture to provide a context for learners. In particular, the usage of this app for special learning for undergraduate research and master's programs is still not studied, and the app is studied for general learning purposes.	
		In Spain, General American received much recognition, which is different from British English in terms of speech varieties. However; the English proficiency level is reached from Low to Moderate Status, further enhancing their linguistic capabilities.	However, Spanish attitudes toward English language accents differ as they are perceived to be more positive toward standard accents when learning for prestigious educational purposes, whereas non-standard accents are preferred for social attractiveness. Such variations in speech attitudes may make it difficult to adopt a single approach that is useful. Besides, countries in Latin America prefer American accents more than British accents; therefore, when entering the global arena, these challenges must be accounted for.

**3-1-Demographic Results**

Out of 1595 university students, 60% were male participants and 40% were female participants. The average age of the participants was 19.5 years, as they were in the first year of their university period. Most of the participants (45%) had intermediate skills for speaking English in the classroom, whereas some had basic knowledge (30%) and upper-intermediate skills (15%), and only a few (10%) had proficiency in reading, writing, and speaking. Thus, the knowledge and proficiency of the average participant numbers were reflected as intermediate. The participants had the efficacy to respond to the questionnaire items regarding their needs and experiences of learning English. In addition, their demographic characteristics are a prior indication of their knowledge to critique the existing teaching methods where they could respond effectively to which methods are associated with either opportunities or challenges.

**3-2-Percentage and Mean of Students' Perceptions of English Need**

From the frequency distribution test, percentages of responses were calculated. This shows that approximately 75% of participants agreed that English is needed for their everyday social life experiences. Figure 3 shows the average means for responses from students, which reflects how participants perceive the need to learn English irrespective of their country and highlights the need for teaching English in these countries. According to the mean response (4.55), English at the B2 level is a significant requirement for undergraduate students learning toward career development. Most importantly, this need concerns fulfilling a specific purpose (4.47), such as students needing to learn English for research and reading science and technology stream subjects. Students must have effective proficiency in writing and reading scientific literature and social science courses in the undergraduate program. One possibility, as indicated by the results, is the development of smart capabilities (4.2) that can be mediated by proficiently learning English. In other words, the participants strongly agreed that English is a necessary skill for academic learning.



**Figure 3.** Mean values, where the Y-axis shows mean values and the X-axis shows items of the questionnaire. The values are positively significant, which shows that participants highly agreed that learning English as a foreign language in Russia, Spain, Indonesia, and Serbia is essential in university education.

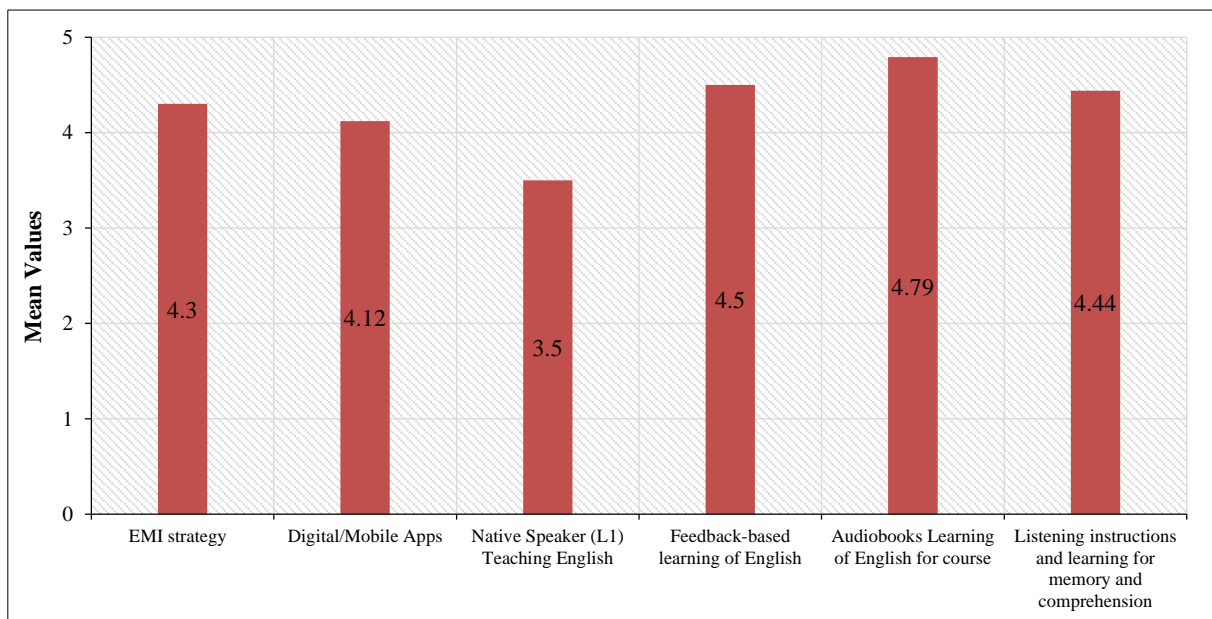
In the literature, scholars have also reported the growing internationalization of education, interactions between foreign and local students, and the expansion of their career opportunities [28]. There is a need for a medium of interaction between these students and professionals, such as a language that can be usually interpreted by everyone in the relative field of interest [29]. A challenge is more concerning because, despite digital integration, there are clear spaces that lack improvement. In this regard, the challenge is to learn from the experiences of participants, where the qualitative findings have indicated that social and cultural aspects have greatly affected how participants form the meanings of the language. Thus, during the questionnaire, when participants highlighted the need for language proficiency regarding EFL, the challenge was perceived as gaining significant interest in the research.

### 3-3- Percentage and Mean of Students' Experiences

About 26% said that digital tools such as media presentations, videos, and laptops are resourceful tools for learning English. However, some concerns that make the learning experience difficult despite digital assistance can be highlighted. For example, 65% reported that they find it difficult to understand the language and pattern as most teachers use specific English jargon in their verbal teaching. The qualitative research also highlighted the use of jargon as challenging as it is not understood by non-native speakers, and therefore students may form different meanings from the context of language; in fact, students reported that they were not familiar with some words. One specific finding was reported, as approximately 80 students mentioned that they applied their logical thinking to learn and memorize the jargon and words, but this is unnecessarily time-consuming. The average mean of overall responses for difficulties in learning English was 4.47, whereby participants strongly agreed with the fact that current methods are not addressing the problems.

### 3-4- Percentage and Mean of Students' Perceptions of Teaching Methods

Approximately 20% of participants agreed with the EMI strategy (4.3), and 35% preferred digital apps for vocabulary learning. The mean for participants' responses to digital app-based teaching methods was 4.12, indicating that digital apps have somewhat significantly assisted educators to adapt these tools in the blended learning environment where teachers may use mobile apps with course teaching during classrooms to teach students. Another finding reported is that teaching is more engaging and efficient when taught by native speakers of English (3.5). However, this may contrast with what has been found in the students' learning experience, such that these teachers may use words or specific jargon. This should be studied further to report any specific experiences or outcomes. In contrast, 97% of participants overall showed great interest in modern learning strategies such as audio carriers in textbooks, for example. The participants strongly agreed that listening to context while reading builds memory and comprehension. One may interpret it as capturing attention through the listening effect, which engages the focus in learning and makes the experience more positive when learning a foreign language.



**Figure 4.** Represents the mean values for responses of participants who agreed to the different methods of teaching. The Y-axis shows mean values and the x-axis shows items of the questionnaire. The mean values are different for EMI (4.3), Digital Apps (4.12), Native Speaker assistance (3.5), Feedback-based learning (4.5), Audiobooks (4.79), and listening instructions (4.44).



## 4- Discussion

The survey determined the knowledge and perceptions of participants from different non-English speaking countries to highlight their preferences regarding concepts of teaching methods for English learning. The findings were significant, with an average mean (4.34) that lies in the significant range such that most participants agreed with the needs of English. A previous study has also reviewed how learning English is necessary for university students to provide evidence of their language proficiency skills, especially when applying for further academics and careers [30]. However, a significant proportion of the present findings have highlighted challenges such as students' lack of engagement, difficulty writing, reading, and sentencing, which are barriers to implying the teaching methods for English teaching [31]. Even with private and specific EMI strategies, teachers also found it difficult to teach as students could not form the meaning and understanding of language [32]. One reason developed from the qualitative investigation is that students in non-English speaking countries have their own language and context for the meaning of the words in these languages. Teaching English does not only require course reading, writing, and testing of verbal efficiency but also enhancing the memory and comprehension of non-native speakers so they can develop meaning from the context written and spoken in the English language [30–32].

Kartal & Simsek [33] conducted a survey analyzing Turkish students' comprehension skills as influenced by audiobooks. This was a 13-week experimental study that showed that students had more positive attitudes toward learning and comprehension when using digital learning methods rather than traditional printed books. At present, research is underway to determine whether audiobooks can create fluency in English through a direct listening effect while reading the context. It has an effect like storytelling, which makes it easy to learn new vocabulary quickly. Boughaddou & Zaiter [32] studied the intervention effect of audio-based applications such as V-buddy, which positively mediated the practice of English learning among less proficient students [32].

At present, this study attempts to achieve a concept of an effective teaching method for teaching English in these countries such that it reflects the component of innovation. For instance, Russian, Indonesian, Serbian, and Spanish universities can use novel methods such as creating audiobooks in subjects that are significant parts of the course curriculum. Especially for undergraduate students, these new creations can be lab-based manuals in the field of research, which can help understand not only the vocabulary but also the description of experimental research and interpretations [34]. Students can understand and write the inferences from the results. The contents for creating these books can also be obtained from YouTube and informational website resources. Besides, the books can be uploaded on YouTube channels as well in a sequence of chapters that complete the learning for each chapter with translation, teaching vocabulary, grammar, and syntax [35].

This concept can attract wider attention, especially for the young generation in modern times who anticipate learning through listening effects. For example, young people commented on audio-only applications for translating words to achieve high interactivity, which can be used on smartphones with a wide range of modalities [34]. This can translate content in the native language from sources such as YouTube and other information videos on the internet for general purposes. Similarly, the application can read aloud an e-book downloaded from the internet to read and comprehend the meanings for the learner [36]. Such a strategy can be perceived as a self-learning approach or can be guided by teachers. Besides, this approach can create appropriateness for pronunciation and lexical knowledge of the language, which is significant for native speakers of Russian, Serbian, Indonesian, and Spanish languages, as the literature found differences in the syntax, phonetics, and grammar between the languages [18, 21].

## 5- Conclusions

### *5-1- Findings of the Study*

This study determined the new concept of effective teaching methods for teaching English in non-English speaking countries (Russia, Serbia, Indonesia, and Spain). First, the study found that students could have both advantageous and disadvantageous experiences learning English. Second, the survey design found a positive mean value for participants' agreement with the digital tools for learning English as part of the course curriculum in undergraduate programs. This was not studied before in this context. Among other things, audiobooks can use text from textbooks and YouTube annotations to find references for translating between the languages, and participants were highly anticipating the approach.

### *5-2- Strengths, Limitations and Future Perspectives*

One of the obvious limitations of this study was the cross-sectional design. This research utilized a cross-sectional method, which limits the possibility of establishing causal relationships between variables. Future research could benefit from applying longitudinal designs to examine temporal relationships and identify potential changes over time. The other significant limitation could be characterized as self-reports: The data collected in this survey was built on the results of questionnaires answered by students in different countries, mostly in major cities. Future studies could utilize additional

methods, such as observational data or objective indicators, serving as additions to the interview surveys. Also, the survey was performed across university students from the capitals of four countries, and that can limit the generalizability of the obtained results regarding other educational institutions. Another survey, but with a larger number of educational institutions, including the provinces of the selected countries, would increase the external validity of the results.

The study findings included both the components of comprehension and generalizability. The quantitative results showed significant positive mean values for developing novel methods by determining students' preferences in the large sample size. However, there were some limitations, as the study did not consider the effect of other contextual factors apart from language relationships and ICT influence. These factors may be external social and economic factors [37]. Other limitations were associated with the design of the study, such as the fact that the choice of participant numbers from different countries was not equal, as there were more students from Russia, followed by Indonesia, Serbia, and Spain. There may be a difference in the perceptions and preferences of these participants. The choice of only 95 students from Serbia and 60 from Spain does not account for the generalizability of students' needs and preferences for audio books. In addition, the statistical methods only determined the means of participants' responses, whereas these methods can also look at the comparative mean evaluation between responses of students from different non-English speaking countries [38–41].

### ***5-3-Policy Recommendations***

Considering practical contributions, a policy recommendation is suggested: the policy should focus not only on students' learning capacities but also on the training of teachers at a level that facilitates interactivity and multimodality when teaching English [34]. Even though teachers are native or non-native speakers of foreign languages, the training can enhance their skills for engaging students. The second recommendation focuses on reforms of policy such that in each country, a policy must focus on integrating English into the social and educational context while protecting the sociocultural values of countries [42]. English should be part of the norm, such as lingua franca; however, it must not interfere with the beliefs and disregard the native language. This requires the effective engagement of community stakeholders and policymakers.

### ***5-4-Managerial Implications***

The results helped in clearly understanding the significance of innovative strategies, and the discussion showed how actions can be developed using audiobook files and YouTube context translation and learning. This reflects that the study indicates what actions can result, such as students feeling engaged and more interactive in learning English with an effective ICT strategy. Among other things, audiobooks are perceived as a safe and driving motivation to learn vocabulary, sentences, and grammar. Overall, students will be more satisfied with the new tools.

## **6- Declarations**

### ***6-1-Author Contributions***

Conceptualization, A.K., R.R., M.G., and L.S.; methodology, A.K., R.R., M.K., and P.M.; software, K.S.; validation, A.K., L.V., and O.S.; formal analysis, M.K. and L.S.; investigation, P.M. and M.G.; resources, O.D.; data curation, R.R.; writing—original draft preparation, P.M., L.V., K.S., O.S., and O.D.; writing—review and editing, A.K., R.R., M.G., L.S., and M.K.; visualization, L.S. and M.G.; supervision, R.R.; project administration, A.K.; funding acquisition, R.R. All authors have read and agreed to the published version of the manuscript.

### ***6-2-Data Availability Statement***

The data presented in this study are available in the article.

### ***6-3-Funding***

The authors received no financial support for the research, authorship, and/or publication of this article.

### ***6-4-Institutional Review Board Statement***

Not applicable.

### ***6-5-Informed Consent Statement***

Informed consent was obtained from all the subjects involved in the study.

### ***6-6-Conflicts of Interest***

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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## Appendix I: Questionnaire

Dear Participant,

We appreciate your interest and participation in this research survey, aimed at “studying new concepts of teaching English to students from non-English speaking countries such as Russia, Serbia, Indonesia and Spain. This is a 21-item questionnaire structure that would take approximately 10–15 minutes to complete. Your participation will be anonymous and free of obligation, which means that your autonomy will be respected.

Your responses will add meaningful insights into the knowledge required to achieve research objectives. This survey begins with elements of demographic knowledge and students’ perspectives on existing and emerging concepts of teaching methods. The survey will understand the needs of bachelor’s first-year students learning English in non-English speaking countries, projecting their needs and perspectives from experiences of learning a second language. It will contribute significantly by gathering strategies from different opinions and perspectives to highlight new concepts of teaching English in the course curriculum. The survey comprises two elements: Part A and Part B.

### Part A

#### Demographic Information

Please select the option that best suits your gender:

- Male
- Female
- Prefer Not to Say

Please select the best age option:

- 18 years old
- 19 years old
- 20 years old
- >20 years old

Please select the option that best describes your competence in the English language:

- Basic Knowledge
- Intermediate Skills
- Upper-intermediate Skills
- Proficient Skills

### Part B

Rating on a 5-point Likert Scale consisting of the following numeric responses:

*SD = Strongly disagree, 2.D = Disagree, 3.N = Neutral, 4.A = Agree, 5.SA = Strongly agree*

	Items	SD	D	N	A	SA
<b>Students’ Conception of English Need as a Foreign Language</b>	English as a second language plays a vital role in mediating the internationalization of education.	1	2	3	4	5
	I think as a first-year student, learning English can help me gain academic achievements and develop critical thinking and social sphere of interactions.	1	2	3	4	5
	I want to learn English proficiently to at least achieve B2 proficiency for my research work and for eligibility in the master’s education program.	1	2	3	4	5
	I perceive that learning a second language, especially English, would make me smart and capable enough in social groups.	1	2	3	4	5
	Special English learning is required for research projects and presentations in the special context of courses such as science, engineering, mathematics, social sciences, and other courses.	1	2	3	4	5
	I am certain that learning English will increase my chances of getting higher and better job opportunities in my career.	1	2	3	4	5
<b>Students’ Experiences in Learning English</b>	I have been taking EMI classes in my course, but the problem is that I face difficulty in understanding the context in a second language.	1	2	3	4	5
	I have to spend extra time processing my thinking and learning the context in English.	1	2	3	4	5
	Even though learning English is time-consuming, I am satisfied with how native teachers give real-life relatable examples to make the context engaging.	1	2	3	4	5
	I find it difficult to form sentence-making and structuring of context in English as a course subject.	1	2	3	4	5
	It sometimes happens that teachers usually prefer students with good English communication and writing skills.	1	2	3	4	5
	I find it difficult to read scientific reports and assignments, especially information regarding laws and mechanisms.	1	2	3	4	5



<b>Students' Perceptions of Teaching Methods</b>	Teachers using EMI to study subject courses do not pay attention to whether students are comprehending the knowledge appropriately as being taught.	1	2	3	4	5
	The teachers' styles of teaching are well-adopted to the class environment, which facilitates engagement in learning English.	1	2	3	4	5
	Learning English through an audio-visual strategy such as a video projection screen is interesting. I think teachers become more interactive with class and the process of developing verbal skills in the English language becomes more natural.	1	2	3	4	5
	I think teaching the English communicative skills in a learner-focused environment would be more sufficient to develop language skills in the context of a special course or research project.	1	2	3	4	5
	I think teachers should use L1 (native first language) in learning L2 (English) to make learning more relatable to the contextual environment of non-English speaking students.	1	2	3	4	5
	New vocabulary learning in relation to the situation (course and environment) and regular review for feedback is what I perceive as a constructive approach to English teaching and learning.	1	2	3	4	5