

# Utilizing Lingua.com as an Asynchronous Learning Catalyst for EFL Reading Comprehension<sup>1</sup>

## *Utilizando Lingua.com como un catalizador de aprendizaje asincrónico para la comprensión lectora en EFL*

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### **Abstract**

The research sought to address the impact of utilizing LINGUA as an asynchronous learning medium on the reading comprehension skills of English as a Foreign Language (EFL) students. This research aimed to explore the utilization of LINGUA as an asynchronous learning tool in enhancing students' reading comprehension skills in an EFL context. Employing a qualitative research design, the study involved 140 tenth-grade students from five senior high schools in Lampung Province, Indonesia. Data collection utilized observation and questionnaires, with a descriptive analysis applied to interpret the gathered information. The results demonstrated that students benefited from this approach, showcasing proficiency in identifying main ideas, extracting explicit information, making

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inferences, discerning figurative and connotative meanings, and identifying unstated details implied by the author. Moreover, the use of LINGUA not only enhanced the students' reading comprehension but also contributed to their overall enjoyment, motivation, sense of proficiency, and confidence in this skill. The platform's provision of appropriate challenges and feedback further facilitated students' improvement, while the exposure to diverse and knowledgeable content expanded their horizons and understanding. In response to the positive outcomes observed, educators and administrators may consider integrating LINGUA into their asynchronous learning strategies for enhancing students' reading comprehension skills in EFL contexts. The implementation of this tool could contribute not only to academic proficiency but also to the students' overall motivation and confidence in mastering essential reading skills.

**Keywords:** Asynchronous learning, LINGUA, reading comprehension, educational innovation.

### ***Resumen***

La investigación buscó abordar el impacto del uso de LINGUA como un medio de aprendizaje asincrónico en las habilidades de comprensión lectora de los estudiantes de inglés como lengua extranjera (EFL). Este estudio tuvo como objetivo explorar la utilización de LINGUA como



herramienta de aprendizaje asincrónico para mejorar las habilidades de comprensión lectora de los estudiantes en un contexto de EFL. Empleando un diseño de investigación cualitativo, el estudio involucró a 140 estudiantes de décimo grado de cinco escuelas secundarias en la provincia de Lampung, Indonesia. La recolección de datos se realizó a través de observación y cuestionarios, aplicando un análisis descriptivo para interpretar la información recopilada. Los resultados demostraron que los estudiantes se beneficiaron de este enfoque, mostrando competencia en la identificación de ideas principales, extracción de información explícita, realización de inferencias, discernimiento de significados figurativos y connotativos, y en la identificación de detalles no expresados implícitos por el autor. Además, el uso de LINGUA no solo mejoró la comprensión lectora de los estudiantes, sino que también contribuyó a su disfrute general, motivación, sentido de competencia y confianza en esta habilidad. La provisión de desafíos y retroalimentación adecuados por parte de la plataforma facilitó la mejora de los estudiantes, mientras que la exposición a contenido diverso y bien informado amplió sus horizontes y comprensión. En respuesta a los resultados positivos observados, los educadores y administradores pueden considerar la integración de LINGUA en sus estrategias de aprendizaje asincrónico para mejorar las habilidades de comprensión lectora de los estudiantes en contextos de EFL. La



implementación de esta herramienta podría contribuir no solo a la competencia académica, sino también a la motivación y confianza general de los estudiantes en el dominio de habilidades esenciales de lectura.

**Palabras clave:** Aprendizaje asincrónico, LINGUA, comprensión lectora, innovación educativa



## I. Introduction

In the rapidly evolving landscape of language education, the integration of technology has become a focal point for educators seeking innovative approaches to enhance the learning experience (Liu et al., 2023; Rahmati et al., 2021; Yu, 2022). As English as a Foreign Language (EFL) students grapple with the complexities of reading comprehension, the role of asynchronous learning platforms has garnered increasing attention. This study explores the realm of EFL education, specifically investigating the impact of LINGUA (Seeger, 2017), a free language learning website, which can be used for asynchronous learning medium, on the reading comprehension skills of tenth-grade students in Lampung Province, Indonesia.

The effectiveness of asynchronous learning tools has been a subject of extensive research, with various studies highlighting their positive impact on student engagement, interaction, and overall learning outcomes. Barbetta (2023) and Repman et al. (2005) demonstrated that asynchronous tools play a crucial role in promoting active participation and engagement among students in online learning environments. Calderon and Sood (2018), Wakjira and Bhattacharya (2023), and Vallis et al. (2022) further emphasized the effectiveness of asynchronous discussion boards in facilitating communication, not only between students but also between students and instructors. This form of communication was found to enhance contextual understanding, interpersonal relationships, and meta-learning outcomes. The asynchronous nature of these tools allows participants to contribute at



their own pace, fostering a more inclusive and reflective learning environment.

Meanwhile, Chai and Subramaniam (2021) and Vonderwell (2003) investigated the nuanced factors, strategies, and potential barriers associated with asynchronous communication tools. By addressing these aspects, educators can optimize the use of such tools to create effective learning experiences. Overcoming barriers to asynchronous communication ensures that the benefits of these tools are maximized, contributing positively to the overall learning process. In addition, Stewart (2016) expanded on the advantages of asynchronous tools, specifically forums and Blackboard Collaborate, by highlighting their role in enhancing online learning. These tools provide a broader scope for e-tutor and student engagement, allowing for more dynamic and interactive online teaching. Additionally, the inclusion of Blackboard Collaborate emphasizes the significance of synchronous elements within an asynchronous environment, providing opportunities for real-time collaboration and teacher immediacy.

The body of research indicates that asynchronous learning tools, including discussion boards, forums, and collaborative platforms, offer valuable benefits in promoting student engagement, communication, and effective online learning. These tools not only facilitate interaction but also provide educators with opportunities to overcome challenges and tailor their strategies for optimal learning outcomes in asynchronous environments. However, there is a discernible gap persists regarding the specific application



of LINGUA in the context of EFL reading comprehension. Previous research has often focused on synchronous platforms, neglecting the unique attributes and potential benefits offered by asynchronous mediums like LINGUA. This research bridges this gap by shedding light on how LINGUA, as an asynchronous learning catalyst, can significantly contribute to the development of EFL students' reading comprehension skills. By employing a qualitative research design, this study goes beyond quantitative measures and examines the nuanced aspects of the learning process, exploring the multifaceted impact of LINGUA on various dimensions of reading comprehension.

The literature reviewed also reveals an insufficient consideration of the motivational and confidence-building aspects associated with asynchronous learning tools in EFL contexts. While prior studies have assessed the effectiveness of such platforms in improving specific skills, there is a notable dearth in understanding how these tools contribute to students' overall enjoyment, motivation, and sense of proficiency. This study addresses this deficiency by not only evaluating the improvement in reading comprehension skills but also examining the broader psychological and motivational implications of using LINGUA.

Theoretical, empirical, and policy contributions of this research extend beyond the immediate context of EFL education. The findings provide insights into the potential of asynchronous learning platforms like LINGUA to foster a holistic development of language skills. Moreover, the implications



of integrating such tools go beyond academic proficiency, encompassing motivational factors that are crucial for sustained engagement and learning success. Our study navigates uncharted territory by investigating the pedagogical potency of LINGUA as an asynchronous learning catalyst for EFL reading comprehension. The research aims to not only fill the existing gaps in the literature but also contribute valuable insights that educators and administrators can leverage to enhance the overall learning experience for EFL students. The subsequent sections will scrutinize the methodology, results, and discussions that unfold the intricacies of this exploration and provide a comprehensive understanding of the impact of LINGUA on EFL reading comprehension skills.

## **II. Literature Review**

The research trends in technology within language education provide a comprehensive overview of the impact of asynchronous learning on various aspects of language proficiency. Several studies conducted by different researchers shed light on the positive outcomes associated with asynchronous learning, particularly emphasizing vocabulary acquisition and grammar skills. Pinto-Llorente et al. (2017), as well as Karaaslan et al. (2018), highlight the affirmative influence of asynchronous learning on language proficiency. The focus is specifically on the enhancement of vocabulary acquisition and grammar skills. Moreover, Hampel (2009) delves



into how asynchronous learning can specifically elevate vocabulary acquisition and grammar skills in the realm of online language learning.

Gorjian et al. (2011) extend the discussion to asynchronous computer-assisted language learning (CALL) approaches, highlighting advancements in vocabulary retention and recall for both high and low achievers. Notably, high achievers derive benefits from both retention and recall processes, showcasing a holistic positive influence on language learning outcomes. In a related vein, Buckingham and Alpaslan (2017) investigate the repercussions of asynchronous computer-mediated speaking practice, uncovering noteworthy enhancements in children's evaluated oral performance and a heightened willingness to communicate. This implies that asynchronous methods not only bolster skills but also play a pivotal role in overcoming communication barriers.

Lee (2009) and Wu et al. (2015) emphasize the significance of asynchronous discussions in fostering the production of syntactically complex language among learners. This, in turn, enhances the language acquisition process by prompting learners to engage with more sophisticated linguistic structures. Building on this notion, Pineda (2017) explores how asynchronous learning activities play a crucial role in cultivating language awareness. By allowing participants to identify general categories of errors, asynchronous learning encourages a reflective process that contributes to a deeper understanding of language structure and usage. Memari (2020) further supports the efficacy of asynchronous e-learning, particularly in improving skills and sub-skills that



necessitate reflection and comprehension. This underscores the adaptability of asynchronous methods in addressing various facets of language learning, extending beyond mere vocabulary and grammar.

The research trends collectively emphasize the multifaceted benefits of asynchronous learning in language education, ranging from improved vocabulary acquisition and grammar skills to enhanced speaking performance, syntactic complexity, error identification, and reflective comprehension. These findings establish a foundation for understanding the potential benefits that asynchronous tools might offer in the specific context of EFL reading comprehension. Strengths in the existing body of research lie in the recognition of the versatility of asynchronous platforms. These tools have demonstrated adaptability in catering to diverse learning styles, fostering self-paced learning, and accommodating individual needs (Noguera et al., 2022; Obasa et al., 2013; Wu & Chen, 2013). Moreover, the studies by Zumbach and Reimann (2003), Hosseini (2012), Shang (2017), and Ma (2022) have emphasized the importance of feedback mechanisms in asynchronous learning, a factor that plays a crucial role in skill enhancement.

The literature on the integration of technology in English as a Foreign Language (EFL) education has witnessed significant growth in recent years, reflecting the ongoing exploration of innovative pedagogical approaches. Several studies have investigated the effectiveness of asynchronous learning tools, providing valuable insights into their potential contributions to

language skills development. However, weaknesses emerge in the limited exploration of the motivational and affective dimensions associated with asynchronous learning tools in EFL contexts. While improvements in specific skills are evident, a comprehensive understanding of how these platforms contribute to students' overall enjoyment, motivation, and sense of proficiency remains underrepresented. Additionally, the majority of existing studies focus on general language skills, leaving a notable gap in understanding the specific impact on reading comprehension, a critical component of language proficiency.

Figure 1: LINGUA platform (<https://lingua.com>)

The screenshot displays the LINGUA platform interface. At the top, the logo 'lingua.com' is visible in red, along with navigation links for 'Basic', 'Order Premium', 'MY ACCOUNT', and 'LOG OUT'. Below the logo, there are tabs for 'English', 'Reading', 'Listening', 'Dictation', 'Grammar', and 'Business English'. The main content area features a text passage titled 'My Wonderful Family' with two paragraphs. Below the text is a media player with a play button, a progress bar at 00:00, and a volume icon. Underneath the player are four profile cards for users: Robert (American English), Amber (American English), George (American English), and Paul (British English). To the right of the text, there is a section titled 'Did you understand the text?' with the instruction 'Please answer the following questions of understanding:'. This section contains three questions, each with four multiple-choice options (a, b, c, d) in button format. Question 1 asks 'My mother is a...' with options: a) Doctor, b) Nurse, c) Writer, d) Waitress. Question 2 asks 'My house is near the...' with options: a) City, b) Monastery, c) Mountains, d) Italy. Question 3 asks 'How old was I when my grandmother came?' with options: a) Three years old, b) Just born, c) Ten years old, d) Two years old. A 'Download' button is located in the top right corner of the content area.



While synchronous platforms have been a common focus, the asynchronous medium, particularly exemplified by LINGUA (<https://lingua.com>), presents a distinct avenue for inquiry in the realm of EFL reading comprehension as shown in Figure 1. The LINGUA website provides texts and corresponding exercises designed to evaluate reading comprehension and enhance proficiency in interpreting vocabulary and cultural information within context. The platform offers a diverse array of reading materials and text types at different difficulty levels, catering to learners at novice, intermediate, and advanced stages. The current research aims to explore the nuanced aspects of utilizing LINGUA as an asynchronous learning catalyst for EFL reading comprehension. By focusing on a specific skill set, the study aims to contribute to the existing body of knowledge by providing a detailed exploration of the multifaceted impact of asynchronous tools on various dimensions of reading comprehension.

While existing research provides a valuable foundation, there is a need for further exploration into the specific contributions of asynchronous learning tools, such as LINGUA, to EFL reading comprehension. This study, through its qualitative research design and focus on a specific skill set, aims to deepen our understanding and contribute to the ongoing discourse surrounding technology integration in language education. The subsequent sections will unveil the methodological approach, results, and discussions that illuminate the intricacies of this exploration and emphasize the unique contributions of LINGUA to EFL reading comprehension skills.



### **III. Methods**

#### **3.1 Research Design**

This study employed a qualitative research design (Creswell & Poth, 2023; Leavy, 2023; Marshall et al., 2021) to explore the impact of LINGUA as an asynchronous learning catalyst on the reading comprehension skills of EFL (English as a Foreign Language) students. Qualitative research was chosen for its ability to capture the nuanced and multifaceted aspects of students' learning experiences and outcomes. This approach allowed for an in-depth understanding of how LINGUA influenced the participants' reading comprehension skills within the context of English as a foreign language.

#### **3.2 Participants**

The study included 140 tenth-grade students (76 females, 64 males) with an average age of 15.4 years ( $SD = 0.46$ ). Participants were selected from five senior high schools in Lampung Province, Indonesia, using purposive sampling. This sampling method was employed to ensure a diverse representation of learners within the EFL context, considering factors such as gender, academic performance, and English proficiency levels.

#### **3.3 Data Collection**

The data collection process (from January 2022 to October 2023) involved a combination of classroom observations and the administration of a structured questionnaire. Classroom observations were conducted during LINGUA-



mediated asynchronous learning sessions. The focus of these observations was on student engagement, interaction with the platform, and identifying patterns in reading comprehension behaviors. Direct observation allowed for the collection of real-time data on student reactions, interactions, and behaviors, offering valuable insights into the practical implications of LINGUA integration.

In addition to observations, a structured questionnaire was administered to students (Dubey & Kothari, 2022). The questionnaire aimed to gather information on students' perceptions of LINGUA's impact on various aspects, including reading comprehension, enjoyment, motivation, proficiency, and confidence. The questionnaire comprised both closed-ended and open-ended questions, providing a comprehensive understanding of the participants' experiences with the asynchronous learning platform. Responses from the closed-ended questions were subjected to descriptive statistical analysis to quantify the prevalence of specific themes and patterns in students' perceptions of LINGUA's impact. Meanwhile, qualitative data from open-ended questionnaire responses and observational notes underwent thematic analysis. Codes were assigned to identify recurring themes related to reading comprehension skills, motivation, and the overall learning experience. Thematic analysis allowed for a deeper exploration of qualitative data, enriching the understanding of the complex interplay between LINGUA and the participants' learning outcomes.



## IV. Results

### 4.1 Reading Comprehension Proficiency

Table 1 summarizes the positive impact of LINGUA on various facets of EFL students' reading comprehension skills, as observed during asynchronous learning sessions. The reported percentages showcase the improvements in each skill category, emphasizing the effectiveness of LINGUA as an asynchronous learning catalyst. Notably, the significant percentages highlight the platform's contribution to enhanced proficiency in identifying main ideas, extracting explicit information, making inferences, discerning figurative and connotative meanings, and identifying unstated details implied by the author. These findings collectively underscore the valuable role of LINGUA in fostering a comprehensive development of reading comprehension abilities among EFL students. The observations conducted during LINGUA-mediated asynchronous learning sessions provided compelling insights into the improvements in students' reading comprehension skills. A significant 87.9% of students exhibited an enhanced ability to identify main ideas in texts. This observation indicates a positive impact on the fundamental skill of discerning the central themes or concepts within the context of various readings. The increased proficiency in identifying main ideas suggests that the asynchronous learning environment facilitated a focused engagement with textual content, leading to a more refined comprehension of key concepts.



Table 1: Impact of LINGUA on Students' Reading Comprehension Skills

Reading Comprehension Skills	Students (N = 140)	Percentage (%)
Identification of Main Ideas	123	87.9
Extraction of Explicit Information	106	75.7
Making Inferences	115	82.1
Discerning Figurative and Connotative Meanings	98	70.0
Identification of Unstated Details Implied by the Author	95	67.9

Moreover, the observations revealed that 75.7% of students demonstrated improved skills in extracting explicit information from texts. This improvement signifies a heightened capability to extract specific details and information directly stated in the text, reflecting a tangible advancement in the students' comprehension abilities. The asynchronous nature of LINGUA, allowing students to navigate and revisit textual content at their own pace, appears to have contributed to this notable enhancement in extracting explicit information from the materials presented. Additionally, the findings indicate that 82.1% of students showed an enhanced capacity for making inferences based on textual cues. This improvement underscores the platform's effectiveness in fostering critical thinking skills, enabling students to draw logical conclusions and insights from the information provided. The asynchronous learning environment seemingly encouraged students to engage in reflective thinking and connect disparate pieces of information, thereby contributing to the observed advancement in inferential skills.

Furthermore, the observations reflected a substantial 70.0% of students exhibiting heightened discernment of figurative and connotative meanings within texts. This development signifies an improved ability to interpret nuanced language, including metaphors, symbolism, and implied meanings.



The asynchronous nature of LINGUA may have afforded students the time and flexibility needed to inquire the subtleties of language, resulting in an increased sensitivity to figurative and connotative elements in the reading materials. Lastly, the observations showed that 67.9% of students successfully identified unstated details implied by the author. This outcome suggests a significant advancement in students' ability to grasp implicit information and comprehend the author's intended messages beyond what is explicitly stated. The asynchronous learning approach of LINGUA has contributed to this improvement by allowing students the opportunity for thoughtful reflection and analysis, ultimately leading to a more nuanced understanding of the implicit aspects of the text.

#### 4.2 Affective and Motivational Outcomes

Table 2 shows the affective and motivational outcomes resulting from the utilization of LINGUA. The data reflects the percentages of participants who reported positive changes in their attitudes, motivation, and perceived proficiency in reading comprehension skills. A finding is that 92.1% of students reported an increased enjoyment of the learning process with LINGUA. This percentage indicates a strong positive impact on students' overall satisfaction and engagement during their educational journey facilitated by the asynchronous learning platform. The heightened enjoyment suggests that LINGUA has successfully contributed to making the learning experience more enjoyable and engaging for the majority of students.



Table 2: Affective and Motivational Outcomes of LINGUA Utilization in EFL Students

Affective and Motivational Outcomes	Students (N = 140)	Percentage (%)
Increased Enjoyment of Learning Process with LINGUA	129	92.1
Heightened Motivation to Engage with Reading Materials	120	85.7
Reported Overall Sense of Proficiency in Reading Comprehension Skills	109	77.9
Increased Confidence in Comprehending English Texts	117	83.6

Furthermore, Table 2 reveals that 85.7% of students expressed heightened motivation to engage with reading materials through the use of LINGUA. This percentage underscores the platform's effectiveness in not only fostering enjoyment but also in motivating students to actively participate in reading activities. The positive correlation between enjoyment and motivation, although not explicitly stated in the table, is implied and aligns with the idea that students who find the learning process enjoyable are more likely to be motivated to engage with the materials.

In terms of reported proficiency, 77.9% of students acknowledged an overall sense of proficiency in their reading comprehension skills. This percentage signifies a significant positive impact on the students' perceived competence in understanding and interpreting English texts. The data suggests that LINGUA has played a crucial role in contributing to a sense of mastery and proficiency in reading comprehension among the surveyed students. Moreover, Table 2 indicates that 83.6% of students reported increased confidence in their ability to comprehend English texts. This finding highlights the platform's positive influence on students' self-assurance in their reading abilities, emphasizing the role of LINGUA in not only enhancing skills but also bolstering students' confidence in applying those skills.



### 4.3 Facilitators of Improvement

Table 3 presents an overview of the facilitators of improvement identified by the students through the utilization of LINGUA. Among the 140 students surveyed, a substantial 75.7% (106 students) acknowledged the challenges presented by LINGUA as instrumental in their overall improvement. This finding underscores the significance of facing and overcoming challenges as a key driver of enhanced learning outcomes. The acknowledgment of challenges as facilitators suggests that the difficulties encountered during the learning process with LINGUA played a pivotal role in shaping a positive learning experience.

Table 3: Facilitators of Improvement through LINGUA Utilization in EFL Students

Facilitators of Improvement	Students (N = 140)	Percentage (%)
Acknowledgment of Challenges as Instrumental	106	75.7
Noted Expansion of Horizons and Understanding	112	80.0

Moreover, Table 3 indicates that 80.0% of students (112 students) noted the expansion of their horizons and understanding as a direct result of exposure to diverse and knowledgeable content through LINGUA. This emphasizes the platform's effectiveness in broadening students' perspectives and deepening their understanding of varied subject matter. The exposure to diverse content appears to be a critical component in facilitating a holistic learning experience, fostering a more comprehensive comprehension of the topics explored.

The qualitative responses provided further insights into the positive impact of LINGUA. Specifically, positive feedback received through the platform was



identified as a crucial motivational factor for students. The platform's provision of constructive feedback appears to play a vital role in motivating students to engage with the learning materials and strive for improvement. These instances of positive feedback not only contribute to skill enhancement but also serve as an intrinsic source of encouragement and motivation, reinforcing a positive learning cycle. Additionally, the qualitative data highlighted instances where students expressed a newfound interest in exploring varied topics through LINGUA. The platform's ability to engage students with diverse and knowledgeable content seems to have sparked curiosity and enthusiasm, fostering a genuine interest in exploring a range of subject matter. This newfound interest is indicative of the platform's effectiveness in creating a dynamic and engaging learning environment that goes beyond the traditional boundaries of a conventional EFL curriculum.

## **V. Discussion**

This study illuminates the multifaceted impact of LINGUA as a catalyst for asynchronous EFL learning, specifically focusing on its influence on reading comprehension. The observed positive outcomes in both reading proficiency and affective-motivational dimensions contribute to a nuanced comprehension of the platform's pedagogical effectiveness. According to Barber and Klauda (2020), improved reading motivation and engagement positively correlate with enhanced reading achievement. Therefore, educators and administrators are encouraged to familiarize themselves with motivational principles for effective application in diverse classrooms. The



advancements noted in students' reading comprehension skills suggest that LINGUA effectively enhances various proficiency facets. Notably, there is an evident improvement in the ability to identify main ideas, extract explicit information, make inferences, discern figurative and connotative meanings, and identify unstated details. These improvements collectively signify a comprehensive enhancement in EFL students' comprehension abilities. The asynchronous nature of LINGUA appears to create a conducive learning environment, fostering focused engagement and the refinement of key concepts. This finding underscores the platform's potential to offer an effective and flexible approach to asynchronous learning, thereby contributing positively to EFL reading comprehension.

Moreover, the positive correlation between LINGUA utilization and improved skills in extracting explicit information and making inferences aligns with literature emphasizing the role of asynchronous learning platforms in promoting critical thinking skills. The observed enhancement in discerning figurative and connotative meanings and identifying unstated details indicates a deeper engagement with nuanced language, showcasing the potential of LINGUA to go beyond surface-level comprehension. The findings collectively underscore the valuable contribution of LINGUA to the holistic development of reading comprehension skills among EFL students. The observed improvements not only align with prior research highlighting the benefits of asynchronous learning but also emphasize the specific strengths of LINGUA in addressing the complexities of EFL reading comprehension.



The affective and motivational outcomes can result from LINGUA utilization, revealing a significant positive impact on students' enjoyment, motivation, overall proficiency, and confidence in reading comprehension skills. The high percentages indicating increased enjoyment and heightened motivation imply a positive shift in students' attitudes towards learning with LINGUA. This aligns with literature emphasizing the importance of student engagement and motivation in asynchronous learning environments (Barbetta, 2023; Hollingshead, 2018; Northey et al., 2015; Repman et al., 2005; Stansberry, 2006; Stewart, 2016). The reported overall sense of proficiency and increased confidence in comprehending English texts further reinforce the platform's positive influence on students' self-perceived competence. The observed positive correlation between enjoyment and motivation is a noteworthy finding, suggesting that an enjoyable learning experience with LINGUA contributes to increased motivation, fostering a symbiotic relationship between these affective dimensions.

These affective and motivational outcomes align with the broader study, underscoring the significance of autonomy, competence, and relatedness in cultivating intrinsic motivation, as noted in the works of (Autin et al., 2022; Bureau et al., 2022; Howard et al., 2021; Mossman et al., 2022). LINGUA's capability to elevate students' pleasure, motivation, and self-assessed proficiency is in consonance with the fundamental principles of encouraging autonomous and intrinsically motivated learning experiences. This alignment underscores the instrumental role of LINGUA in fostering a learning environment where students are not only motivated but also experience a



sense of autonomy, competence, and connection, contributing to a more enriching educational journey.

Further, the facilitators of improvement were identified by students through LINGUA utilization. The acknowledgment of challenges as instrumental in improvement resonates with research highlighting the importance of overcoming obstacles in the learning process (Abueita et al., 2023; Alhazbi & Hasan, 2021; Berestok, 2021; Calderon & Sood, 2018; Iyer & Chapman, 2021). The challenges presented by LINGUA, when perceived positively, become catalysts for improvement, reflecting a growth-oriented mindset among students. Additionally, the expansion of horizons and understanding, coupled with the platform's provision of positive feedback, emerges as key facilitators. Exposure to diverse and knowledgeable content not only broadens students' perspectives but also aligns with literature emphasizing the importance of varied and stimulating content in enhancing learning outcomes. The qualitative data further underscore positive feedback as a motivational factor, emphasizing the crucial role of constructive reinforcement in fostering continuous improvement. The newfound interest in exploring varied topics through LINGUA, as revealed in qualitative responses, indicates a broader impact on students' curiosity and enthusiasm. This suggests that LINGUA's capacity to engage students with diverse content goes beyond mere skill enhancement, fostering a genuine interest in learning and exploration.



The positive outcomes observed in this study have significant implications for EFL educators and administrators. Integrating LINGUA into asynchronous learning strategies could not only contribute to academic proficiency but also enhance students' overall motivation and confidence in mastering essential reading skills (Gao, 2023; Susanto & Nanda, 2023; Vaknin-Nusbaum & Tuckwiller, 2023). The platform's effectiveness in addressing challenges, providing constructive feedback, and exposing students to diverse content underscores its potential as a valuable pedagogical tool. Educators are encouraged to leverage the asynchronous nature of LINGUA to create dynamic and engaging learning environments that promote critical thinking and foster intrinsic motivation. Training programs for educators on effective integration and utilization of LINGUA could further enhance its impact on EFL reading comprehension instruction. Moreover, continuous research and development initiatives are recommended to further explore the dynamic interplay between LINGUA and EFL students' learning experiences. Longitudinal studies and assessments of sustained impact would provide a more comprehensive understanding of the platform's effectiveness over extended periods. The findings from this study contribute to an understanding of LINGUA's pedagogical potency in the realm of EFL reading comprehension. The positive impact on proficiency, affective-motivational dimensions, and identified facilitators of improvement collectively highlight LINGUA's potential as an instrumental tool for EFL



education, offering a promising avenue for future research and educational practice.

### **Limitations**

Although this research brings insight into the pedagogical potential of LINGUA as a catalyst for asynchronous learning for EFL reading comprehension, there are several limitations that need to be acknowledged. First, this study was limited to a population of tenth grade students in Lampung Province, Indonesia, so generalization of the results to a broader population may require additional research. In addition, focusing on aspects of reading comprehension may ignore the impact of LINGUA on other language skills in the EFL context. Furthermore, aspects of technology and accessibility need to be improved as limiting factors. Device availability and internet connectivity may influence the extent to which students can access and utilize LINGUA effectively. This raises questions regarding the digital divide that may limit the application of these tools in educational settings that may have limited technological infrastructure.

The implications of these limitations for future research are highly relevant. Future research could expand the scope of populations and contexts to identify variability in outcomes. Further examination of LINGUA's influence on other language skills beyond reading comprehension could provide a holistic picture of its effectiveness as an asynchronous learning tool in EFL contexts. Additionally, further research on digital divide mitigation strategies



may provide opportunities to increase the accessibility of these tools in various educational settings.

### **Implications**

The findings of this research can hold implications for educators and practitioners in the field of EFL instruction. The positive impact observed in students' reading comprehension skills when using LINGUA suggests that integrating this asynchronous learning tool into instructional strategies can be a promising avenue for enhancing EFL education. Educators are encouraged to explore and adopt LINGUA within their teaching methodologies, considering its potential to not only improve academic outcomes but also to cultivate a positive and motivated learning environment. Furthermore, the study underscores the importance of providing appropriate challenges and constructive feedback in asynchronous learning environments. Educators should design tasks and activities on LINGUA that are tailored to students' proficiency levels, ensuring a balance between difficulty and achievability. Regular and timely feedback should be incorporated to guide students in their learning journey, fostering a sense of accomplishment and continuous improvement. Additionally, the exposure to diverse and knowledgeable content through LINGUA emerged as a critical factor in enhancing reading comprehension skills. This suggests that educators should curate a rich and varied set of materials within the platform, aligning with the interests and needs of EFL students. By doing so, educators can create a stimulating learning environment that not only improves



comprehension skills but also broadens students' perspectives and cultural awareness.

At the policy level, the positive outcomes of integrating LINGUA into EFL education suggest the need for considerations in curriculum development and resource allocation. Policymakers may contemplate incorporating asynchronous learning tools like LINGUA into official EFL curricula, providing guidelines and support for educators to integrate these technologies effectively. This could involve investing in teacher training programs that familiarize instructors with the best practices for utilizing LINGUA and similar tools to enhance reading comprehension skills. Furthermore, policymakers should acknowledge the potential impact of asynchronous learning on narrowing educational disparities. Access to platforms like LINGUA can bridge gaps in resources and opportunities, particularly for students in remote or underserved areas. Policymakers may consider initiatives to ensure equitable access to such asynchronous learning tools, thereby promoting inclusivity in EFL education.

### **Future Research**

While this study provides valuable insights into the impact of LINGUA on EFL reading comprehension, there are avenues for future research to deepen our understanding. Longitudinal studies can investigate the sustained effects of using LINGUA over an extended period, examining whether the observed improvements in reading comprehension persist and contribute to long-term academic success. Additionally, further research can explore the optimal



integration of LINGUA into a blended learning environment, combining asynchronous and synchronous components. Understanding how LINGUA complements traditional classroom instruction can inform educators about the most effective ways to leverage this tool for comprehensive language skill development.

## **VI. Conclusion**

This study illuminates the pedagogical potency of LINGUA as an asynchronous learning catalyst for enhancing the reading comprehension skills of EFL students. The research findings underscore the multifaceted impact of LINGUA, encompassing improvements in reading comprehension proficiency, affective-motivational outcomes, and identified facilitators of improvement. The improvements observed in various facets of reading comprehension skills indicate that LINGUA serves as a valuable tool for fostering comprehensive development. The platform's asynchronous nature provides a conducive environment for focused engagement, critical thinking, and a nuanced understanding of language nuances. This aligns with the broader literature on the benefits of asynchronous learning environments, highlighting LINGUA's specific strengths in addressing the complexities of EFL reading comprehension. Moreover, the affective and motivational outcomes revealed in the study emphasize the transformative potential of LINGUA on students' enjoyment, motivation, proficiency, and confidence in reading comprehension. Furthermore, the identified facilitators of improvement, including the acknowledgment of challenges, exposure to



diverse content, and positive feedback, provide valuable insights into the factors contributing to students' enhanced learning experiences with LINGUA. This study recommends strategically integrating LINGUA into asynchronous learning methods to enhance academic proficiency, boost student motivation, and bolster confidence in essential reading skills. Ongoing professional development for educators and continued research efforts can amplify LINGUA's effectiveness in EFL reading comprehension instruction, contributing valuable insights to the broader conversation on leveraging asynchronous learning platforms for EFL education amidst the evolving landscape of educational technology.

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**Authorship contribution:**

**Susanto Susanto:** conceptualization, literature review, methodology, data analysis, and writing.

**Deri Sis Nanda:** conceptualization, methodology, data collection, and writing.

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The authors declare no conflict of interest.

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