



Teacher's Perspective in Fostering Students' Interest in Learning English: A Case Study at Roudhotul Ilimi Boarding School (RIBS) Junior High School

Achmad Sultan Al Maburr

Universitas Islam Kadiri

Corresponding e-mail: almaburr1808@gmail.com

ABSTRACT

This study explores an English teacher's perspective on fostering student interest in English language learning within the unique context of an Islamic boarding school (*pesantren*). Using a qualitative case study approach, data were collected through one semi-structured interview with the English teacher of class 8B and one structured classroom observation session at SMP Roudhotul Ilimi Boarding School (RIBS). Findings reveal that student interest in English is predominantly extrinsically motivated, largely driven by exposure to digital media, online games, and popular music rather than intrinsic academic motivation. The teacher employs a combination of classical instruction and gamification-inspired interactive elements to sustain student engagement, alongside a deliberate mistake-tolerance approach designed to reduce foreign language anxiety (FLA). Peer mockery directed at academically engaged students emerged as a significant social barrier to classroom participation. Contextual factors unique to the *pesantren* environment, including post-prayer schedule fatigue and abbreviated 30-minute lesson periods, present distinctive instructional challenges rarely addressed in mainstream EFL research. This study contributes to the growing body of literature on EFL pedagogy within Indonesian Islamic boarding school contexts and offers practical insights for educators navigating similar settings.

Keywords: EFL, student interest, foreign language anxiety, *pesantren*, Islamic boarding school, teacher strategies, qualitative case study

INTRODUCTION

Imagine a classroom where students are expected to engage with a foreign language in 30-minute sessions, right after morning prayers, with some still struggling to keep their eyes open. This is the daily reality for thousands of English as a Foreign Language (EFL) learners across Indonesia's Islamic boarding schools, locally known

as *pesantren*. Yet, despite the scale of this phenomenon, it remains vastly underrepresented in English language teaching scholarship.

Indonesia is home to one of the largest networks of Islamic educational institutions in the world. According to data from the Ministry of Religious Affairs of Indonesia, there were at least 39,043 registered *pesantren* across Indonesia in the 2022/2023 academic year, accommodating approximately 4.08 million students (*Pesantren: Dulu, Kini, Dan Mendatang* | Opini | Kementerian Agama RI, n.d.). Many of these institutions have incorporated formal academic curricula, including English language instruction, as part of their program. As (Hidayati, 2017) argues, English in Indonesia has been officially constituted as part of the national education curriculum, and Islamic educational institutions, including *pesantren*, have progressively integrated English instruction into their programs alongside religious content. Despite this enormous scale, scholarship on how English teachers navigate the pedagogical complexities of *pesantren* settings remains limited (Habibi et al., 2018; Marzulina et al., 2021).

Fostering genuine student interest in learning English within a *pesantren* context presents challenges that differ significantly from those in conventional schools. These include deeply embedded religious and cultural identities, tightly packed daily schedules organized around Islamic prayer times, limited instructional time, and socio-emotional classroom dynamics that can either support or suppress language learning (Marzulina et al., 2021). This study addresses that gap by examining how one English teacher at SMP Roudhotul Ilmi Boarding School (RIBS) in East Java perceives and responds to the challenge of fostering student interest in English. The central question guiding this study is: *How does the English teacher at RIBS perceive and address the challenge of fostering students' interest in learning English within the boarding school environment?*

Literature Review

Student Interest and Motivation in EFL Contexts

Student interest in language learning is deeply connected to motivation, which scholars have long identified as a key predictor of EFL success. Dörnyei (2001) distinguishes between intrinsic motivation, driven by genuine interest and enjoyment,

and extrinsic motivation, which is shaped by external rewards, grades, or social expectations. In many EFL contexts, research has documented that motivation tends to be predominantly instrumental or extrinsic in nature, with students learning English primarily because it is required by the curriculum rather than out of personal desire (Brown & Lee, 2025; Dörnyei, 2001). This pattern is particularly evident in settings where English holds no immediate communicative function in students' daily lives.

A notable subtype of extrinsic motivation that has emerged in contemporary EFL learners is what might be called *pop culture motivation*, where students engage with English because of its prevalence in video games, viral music, and social media content. Connecting classroom material to students' lived digital experiences has been shown to significantly increase participation and interest in language learning (Dörnyei, 2001). This intersection of informal digital exposure and formal classroom instruction represents an underexplored avenue for building learner investment in EFL contexts such as *pesantren*.

Foreign Language Anxiety in EFL Classrooms

One of the most consistently documented affective barriers to language learning is foreign language anxiety (FLA). The foundational work by (HORWITZ et al., 1986) defines FLA as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning, arising from the uniqueness of the language learning process itself. Their Foreign Language Classroom Anxiety Scale (FLCAS) identifies three primary sources of anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

Building on this, (MacIntyre & Gardner, 1994) demonstrated that language anxiety negatively affects cognitive processing, making it harder for anxious learners to acquire and retrieve linguistic information. In classroom settings, FLA often manifests not only as individual psychological discomfort but as a social phenomenon. Peer mockery and social ridicule directed at students who attempt to use the target language are documented environmental triggers that intensify anxiety and suppress participation (HORWITZ et al., 1986; MacIntyre & Gardner, 1994). In the Indonesian EFL context specifically, (Rahmadani & Etfita, 2022) found that students experiencing speaking anxiety tend to adopt passive behaviors during oral communication activities,

often withdrawing from participation even when they possess the knowledge required to contribute.

(Stephen D Krashen, 1982) Affective Filter Hypothesis offers a further theoretical explanation, proposing that when learners experience high anxiety or low motivation, an internal filter rises and blocks the intake of comprehensible input even when that input is available. Teachers who successfully lower this affective filter, through encouraging environments, error tolerance, and low-stakes activities, tend to facilitate more effective language acquisition.

The Pesantren as an Educational Context

The *pesantren* is one of the oldest indigenous educational institutions in Indonesia, with roots tracing back several centuries. (Dhofier, 1999) characterizes the traditional *pesantren* through five core elements: a religious scholar (*kiai*), resident students (*santri*), a mosque, dormitories (*asrama*), and the study of Islamic classical texts. Over recent decades, many *pesantren* have modernized to integrate formal academic curricula while preserving their religious character, creating what is commonly known as *pesantren modern* or the integrated boarding school model.

(Hidayati, 2017) notes that ELT in Indonesian Islamic educational institutions faces specific constraints not found in secular schools, including institutional concerns about Western cultural values embedded in the English language and the challenge of reconciling language learning goals with the *pesantren*'s religious mission. (Habibi et al., 2018), in a qualitative case study of EFL classroom management across three *pesantren*, similarly found that English teachers navigated a layered set of challenges including students' preference for Bahasa Indonesia and Arabic over English, low motivation, and limited opportunities for authentic English use within the institutional environment.

(Marzulina et al., 2021) further identified five core challenges faced by English teachers in *pesantren* settings: improving students' motivation, improving language competence, managing overcrowded classes, managing limited time, and addressing a lack of supporting facilities. These findings underscore that the *pesantren* context is not simply a variation on conventional school settings but a fundamentally different instructional environment that requires its own pedagogical framework.

Teacher Strategies for Fostering Interest

Research on effective EFL pedagogy highlights several strategies teachers can use to build student interest and manage anxiety. Gamification, broadly defined as the application of game design elements in non-game contexts (Detgerding, S., Dixon, D., Khaled, R. y Nacke, 2011), has received significant attention as an engagement strategy in language classrooms. (Rivera & Garden, 2021) argue that gamification can support not only behavioral engagement in terms of task completion but also deeper cognitive and affective forms of engagement that translate into sustained motivation. Quizzes, competitive games, and interactive challenges can shift the emotional register of a lesson from obligatory to enjoyable, particularly for learners who might otherwise disengage.

Code-switching, the deliberate alternation between the target language and the learner's first language within a lesson, is another widely discussed strategy. Rather than viewing it as a failure to maintain the target language, contemporary scholars increasingly recognize strategic code-switching as a legitimate scaffolding tool that helps bridge comprehension gaps, particularly for learners at lower proficiency levels (Brown, 2007). Finally, the establishment of a mistake-tolerant classroom culture, where errors are framed as natural and necessary parts of the learning process, has been shown to significantly reduce FLA and encourage broader participation (HORWITZ et al., 1986; Stephen D Krashen, 1982).

METHODS

This study adopts a qualitative case study design following the framework proposed by (Stake, 1995), which emphasizes in-depth examination of a bounded unit of analysis within its real-life context. The case under investigation is SMP Roudhotul Ilmi Boarding School (RIBS), a junior high school embedded within an Islamic boarding school environment in West Java, Indonesia.

Participants

The primary research participant is the English teacher of class 8B at RIBS, referred to throughout this paper as "ET" to maintain confidentiality. ET holds a background in science education from Universitas Pendidikan Indonesia (UPI) Bandung and gained prior teaching experience at a full-English-medium elementary school in Bandung before joining RIBS. At the time of the interview, ET had been teaching English at RIBS for approximately four months. This profile reflects a pattern that (Habibi et al., 2018) describe as common in Indonesian *pesantren*, where English teachers are often drawn from adjacent educational backgrounds rather than specialist English education programs, adding an additional layer of complexity to the instructional context.

Instruments

Two instruments were used to collect data. The first instrument was a structured classroom observation conducted on May 21, 2026, covering a 60-minute English lesson in class 8B with 31 students present. The observation focused on student participation patterns, signs of foreign language anxiety, peer interaction dynamics, instructional strategies employed, and physical classroom conditions. The second was a semi-structured interview conducted on May 21, 2026, lasting approximately 30 minutes, covering topics including ET's teaching background, classroom strategies, perceptions of student interest, and challenges specific to the *pesantren* environment.

Procedures

The research was conducted in two sequential phases across a single site. In the first phase, the researcher obtained formal permission from the school administration of SMP Roudhotul Ilmi Boarding School (RIBS) prior to any data collection, ensuring that all activities were carried out in accordance with the institution's academic and ethical guidelines. Following institutional approval, a structured classroom observation was carried out on May 21, 2026, during a 60-minute English lesson in class 8B, beginning at 07:30 WIB. The researcher assumed a non-participatory observer role throughout the session, recording field notes systematically across nine pre-determined observation foci without intervening in the instructional process. In the second phase, a semi-structured interview was arranged with the

English teacher of class 8B and conducted on May 21, 2026, at the Teacher Room of RIBS. Before the interview commenced, the researcher explained the purpose of the study, the voluntary nature of participation, and the confidentiality of all information shared, after which the participant provided verbal consent to be recorded. The interview lasted approximately 30 minutes and was audio-recorded to ensure accuracy in transcription. Following both data collection phases, interview recordings were fully transcribed and field notes were reviewed for completeness before being subjected to thematic analysis as described in the preceding section. This sequenced approach, combining interview and observation data, follows the multi-method data collection strategy recommended by Creswell (2013) for qualitative case study research, in which converging evidence from different sources strengthens the credibility and depth of the findings.

Data Analysis

Data were analyzed using thematic analysis following the inductive coding process described by (Creswell, 2018). Recurring patterns across the interview transcript and field notes were grouped into emerging themes, which were then interpreted in relation to the existing literature on EFL motivation, foreign language anxiety, and *pesantren* education.

RESULTS AND DISCUSSION

The Spectrum of Student Interest: From Obligation to Enthusiasm

One of the clearest patterns emerging from both data sources is that student interest in English at RIBS exists along a spectrum ranging from compelled compliance to genuine enthusiasm. This finding is consistent with (Dörnyei, 2001) observations that in many EFL contexts, extrinsic motivation dominates, particularly when English carries no immediate communicative necessity in students' daily lives. When asked about her perception of students' orientation toward English, ET described the distribution candidly: *"ada yang memang senang belajar Bahasa Inggris, ada juga yang terpaksa. Kalo kelas 8B, rata-rata saya lihat terpaksa"* (there are those who genuinely enjoy learning English, but there are also those who are forced to; in class 8B, most of them seem to be doing it out of obligation). This observation closely mirrors

what (Marzulina et al., 2021) identify as one of the central challenges for English teachers in *pesantren*, namely the persistent difficulty of improving students' motivation in an environment where English is largely perceived as a peripheral subject.

Observation data reinforced this finding. Of 31 students present in class 8B, only four actively responded when the teacher posed a comprehension question about the meaning of the word "exception." The majority resorted to avoidance behaviors: looking down at their desks, engaging in side conversations, or pretending to consult their peers rather than attempting an answer. This pattern mirrors what Brown (2007) describes as task avoidance, a behavioral signature of low investment in the learning activity.

However, within this predominantly reluctant class, a distinctly different learner profile was also visible. Student S1 volunteered answers, proactively assisted a seatmate with vocabulary, and was observed taking self-initiated notes in the margins of their book beyond what the task required. ET also noted that students who showed genuine interest tended to be motivated by their encounters with English in digital environments: *"biasanya suka nya di game karena game itu sering menggunakan Bahasa Inggris, kemudian di lagu-lagu yang viral"* (usually they like it because of games that frequently use English, and because of viral songs). This is consistent with research indicating that meaningful personal encounters with the target language outside the classroom, particularly through digital media and popular culture, can generate an intrinsic pull toward learning that formal instruction alone often fails to produce (Dörnyei, 2001).

Foreign Language Anxiety as a Social Phenomenon

Perhaps the most striking finding of this study is the degree to which FLA in class 8B operates not merely as an individual psychological state but as a socially constructed and reinforced condition. ET observed that students regularly verbalized their perceived inadequacy even before lessons began, with common expressions including *"saya nggak bisa," "saya bukan orang Inggris,"* and *"saya bukan orang luar negeri miss"* (I cannot do this; I am not English; I am not from abroad, miss). This pre-emptive self-deprecation reflects what Horwitz et al. (1986) identify as communication apprehension, the anticipatory fear of attempting to communicate in the target language in front of others. Rahmadani and Etfita (2022) similarly found in their study

of Indonesian EFL learners that speaking anxiety consistently led to passive behavioral responses, including self-exclusion from oral activities, even among students who were cognitively capable of participating.

What is particularly revealing is the role that peer dynamics play in amplifying rather than alleviating anxiety. During the classroom observation, when Student S1 attempted to answer a teacher-directed question, several classmates responded with derisive comments: "*orang Inggris*" and "*dia anak bule bu!*" (he is English; he is a Western kid, teacher!). The consequence was immediate and visible: S1's face reddened and the student fell silent, withdrawing from participation. This episode is a direct illustration of what MacIntyre and Gardner (1994) describe as fear of negative evaluation, one of the three core components of FLA, now operating at the level of the whole classroom as a social signal rather than merely an internal worry.

The broader implications extend beyond the individual student. Through the lens of Krashen's (1982) Affective Filter Hypothesis, such incidents do not merely discourage one student but effectively raise the collective affective filter of the entire class, reducing the conditions under which any student feels safe enough to attempt production in the target language. This dynamic reinforces Habibi et al. (2018) observation that social and interpersonal factors within *pesantren* classrooms often intersect with linguistic challenges to produce complex motivational barriers.

Teacher Strategies for Fostering Interest and Reducing Anxiety

Against this backdrop, ET employs several deliberate strategies to make the classroom more accessible for English learning. The most prominent is the integration of games and quizzes within the standard instructional sequence. ET explained: "*biasanya saya menggunakan metode classical...kemudian kadang ditambah kuis atau games yang membuat mereka lebih engage*" (I usually use the classical method, then add quizzes or games to make them more engaged). This aligns with Detgerding et al. (2011) argument that game design elements in educational settings can shift learners' motivational orientation by making participation feel rewarding rather than risky. Rivera and Garden (2021) further argue that gamification supports not just surface-level behavioral engagement but deeper affective involvement, which is particularly important for learners whose anxiety would otherwise block participation.

A second significant strategy is ET's explicit cultivation of a mistake-tolerant classroom culture. ET articulated this as a foundational principle: *"kalau salah tidak apa-apa karena itu proses belajar, jadi jangan takut untuk meneriakkan jawaban salah. Yang tidak saya sukai adalah kalau mereka tidak berusaha"* (being wrong is fine because it is part of the learning process; don't be afraid to shout out a wrong answer; what I dislike is when they don't try at all). Research consistently identifies this error-normalizing culture as one of the most effective tools available to language teachers for reducing anxiety and encouraging participation (HORWITZ et al., 1986; Rahmadani & Etfita, 2022; Stephen D Krashen, 1982)

Code-switching between English and Bahasa Indonesia also featured consistently in ET's instruction. Observation notes recorded that lessons were delivered *"dalam campuran Bahasa Inggris dan Indonesia"* (in a mix of English and Indonesian). Rather than representing a pedagogical shortcoming, this practice reflects a strategic scaffolding decision that maintains comprehensibility for learners at the lower end of the proficiency spectrum (Brown, 2007). Habibi et al. (2018) also documented this pattern in their study of *pesantren* classrooms, noting that teachers frequently relied on Indonesian as a bridge language to maintain instructional flow and student comprehension.

A fourth strategy is ET's five-minute buffer policy at the start of each lesson, allowing students who arrive late from morning prayers to settle before instruction formally begins. This seemingly minor adjustment reflects the pedagogical wisdom that Marzulina et al. (2021) implicitly highlight when describing how successful *pesantren* teachers adapt their strategies to structural constraints unique to the boarding school schedule.

Pesantren-Specific Contextual Factors

Several features of the RIBS environment directly shape the conditions of English instruction in ways not captured by mainstream EFL research. The most significant structural constraint is temporal compression. Each lesson period at RIBS lasts only 30 minutes, compared to the 45-minute standard in most Indonesian public and private schools, totaling just 120 minutes of English instruction per week. This finding echoes Marzulina et al. (2021) identification of limited time as one of the five central challenges for English teachers in *pesantren* settings. The constraint is

particularly significant given that Krashen (1982) emphasizes sustained and varied comprehensible input as a prerequisite for effective language acquisition.

Post-prayer fatigue constitutes a second contextual variable. The observation data recorded three students with their heads resting on their desks within the first 15 minutes, and two students fell fully asleep by approximately the 20-minute mark. This physical unreadiness is a structural consequence of the boarding school schedule, where students transition directly from religious and communal activities to academic instruction without adequate recovery time, consistent with what Hidayati (2017) describes as the distinctive scheduling challenges of ELT within Islamic institutional environments.

On the more constructive side, the physical classroom environment at RIBS was found to be reasonably well-equipped: 32 desks arranged in rows, two functioning air conditioning units, a television as a projection screen, and a whiteboard. In addition, the morning assembly (*apeI*) was opened using English language protocol by a student from class 7, suggesting that English at RIBS is not entirely confined to the formal classroom. This ambient exposure to English in institutional life represents a potentially valuable form of informal language contact that future research would benefit from examining more closely.

CONCLUSION

This case study illustrates that teaching English in a *pesantren* boarding school is a multidimensional challenge that plays out at the intersection of student motivation, social anxiety, instructional strategy, and structural constraint. The English teacher at RIBS navigates these challenges with a pragmatic combination of classical instruction, gamification-inspired techniques, a deliberate mistake-tolerance culture, and responsive time management. As Marzulina et al. (2021) and Habibi et al. (2018) demonstrate, the challenges teachers face in these settings are persistent and structural, requiring solutions that go beyond general EFL pedagogy.

With more than 39,000 *pesantren* and over four million *santri* across Indonesia (*Pesantren: Dulu, Kini, Dan Mendatang | Opini | Kementerian Agama RI*, n.d.), this sector represents one of the largest underserved populations in the country's EFL

landscape. For practitioners in similar contexts, the practical takeaways are clear: build psychological safety before pursuing linguistic accuracy; leverage students' encounters with English in digital media as motivation entry points; adapt instructional pacing to the rhythms of institutional life; and recognize that peer dynamics, not just teaching methods, are among the most powerful forces shaping the conditions for language learning in any classroom (HORWITZ et al., 1986; Rivera & Garden, 2021).

AUTHOR BIOGRAPHY

Achmad Sultan Al Mabrrur is a final-year undergraduate student in the English Education Department at Universitas Islam Kadiri (UNISKA), East Java, Indonesia. His academic background spans English language pedagogy, applied linguistics, and Islamic educational contexts. His current research focuses on EFL teaching and learning within Indonesian Islamic boarding school (pesantren) environments, with particular interest in student motivation, foreign language anxiety, and teacher instructional strategies in non-mainstream educational settings. This article is conducted at SMP Roudhotul Ilmi Boarding School (RIBS), representing his active contribution to the growing body of scholarship on contextualized English language teaching in Indonesia.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to Dr. Ayu Fatmawati M.Pd and Dr. Wawan Herry Setyawan M.Pd, supervisors at the English Education Departmen Universitas Islam Kadiri (UNISKA), whose guidance and scholarly input were instrumental throughout the development of this research. Deep appreciation is also extended to the principal, teaching staff, and administration of SMP Roudhotul Ilmi Boarding School (RIBS), East Java, for granting research access and for their hospitality and cooperation during the data collection process. Special thanks go to the English teacher of class 8B, whose openness, time, and willingness to participate made this study possible. The author also acknowledges the students of class 8B whose classroom behaviors and interactions provided the empirical foundation of this work. The author acknowledges the use of Claude (Anthropic) as an AI-assisted writing

tool to support idea development, structural organization, and language refinement during the drafting process of this article. All intellectual content, research data, analysis, and conclusions remain solely the work of the author, and the use of this tool does not imply any co-authorship or endorsement by the AI system. This article is part of an undergraduate thesis submitted to the English Education Department, Universitas Islam Kadiri.

REFERENCES

- Brown, H. D., & Lee, H. (2025). Principles of Language Learning and Teaching. In *Principles of Language Learning and Teaching*. <https://doi.org/10.4324/9781003494294>
- Creswell, J. W. C. . J. D. (2018). *Takona, J. P. Research design: qualitative, quantitative, and mixed methods approaches*. *Quality & Quantity*, 58(1), 1011-1013.
- Detgerding, S., Dixon, D., Khaled, R. y Nacke, L. (2011). De los elemntos del diseño del juego a la alegría: Definición de la gamificación. *Journal of Urology*, 185(6), 2179–2180.
- Dhofier, Z. (1999). *The pesantren tradition: The role of the kyai in the maintenance of traditional Islam in Java*. Monograph Series Press, Program for Southeast Asian Studies, Arizona State
- Dörnyei. (2001). *Recensione a cura di Paolo Torresan AUTORE : Zoltan Dörnyei TITOLO : Motivational Strategies in the Language Classroom CITTÀ : Cambridge EDITORE : Cambridge University Press ANNO : 2001*. (1987).
- Habibi, A., Mukminin, A., Najwan, J., Sofwan, M., Haswindy, S., Marzulina, L., Sirozi, M., & Harto, K. (2018). Investigating EFL Classroom management in pesantren: A case study. *Qualitative Report*, 23(9), 2105–2123. <https://doi.org/10.46743/2160-3715/2018.3117>
- Hidayati, T. (2017). English Language Teaching in Islamic Education in Indonesia; Challenges and Opportunities. *Englisia Journal*, 3(2), 65. <https://doi.org/10.22373/ej.v3i2.751>

- HORWITZ, E. K., HORWITZ, M. B., & COPE, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132.
<https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- MacIntyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44(2), 283–305. <https://doi.org/https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- Marzulina, L., Harto, K., Erlina, D., Holandiyah, M., Desvitasari, D., Arnilawati, A., Fridiyanto, F., & Mukminin, A. (2021). Challenges in teaching english for efl learners at pesantren: Teachers' voices. *Theory and Practice in Language Studies*, 11(12), 1581–1589. <https://doi.org/10.17507/tpls.1112.10>
- Pesantren: Dulu, Kini, dan Mendatang | Opini | Kementerian Agama RI*. (n.d.). Retrieved March 31, 2026, from <https://kemenag.go.id/opini/pesantren-dulu-kini-dan-mendatang-ft7l9d>
- Rahmadani, S., & Etfita, F. (2022). Foreign Language Speaking Anxiety: A Study of English Language Learning. *Indonesian Journal Of Educational Research and Review*, 5(2), 262–272. <https://doi.org/10.23887/ijerr.v5i2.50284>
- Rivera, E. S., & Garden, C. L. P. (2021). Gamification for student engagement: a framework. *Journal of Further and Higher Education*, 45(7), 999–1012.
<https://doi.org/10.1080/0309877X.2021.1875201>
- Stake, R. E. (1995). *The art of case study research*. sage.
- Stephen D Krashen. (1982). Principles and practice in second language acquisition. In *Prentice-Hall International*.
https://doi.org/https://www.sdkrashen.com/content/books/principles_and_practice.pdf