

# Learning Objects to Increase EFL Students' Participation

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## Abstract

This essay focuses on the creative and innovative use of Learning Objects (LOs) to foster EFL students' participation, mainly during tasks that require them to participate orally. It also illustrates how LOs provide flexibility for diverse schedules, adaptability for all types of learning styles, and learner-centered design that successfully addresses common participation obstacles such as low motivation, language proficiency, and lack of confidence. In fact, a variety of theoretical frameworks support the arguments proposed throughout the whole essay, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the eclectic approach. Finally, it is emphasized how vital it is that teachers get trained in the critical and pedagogical use of these technological resources to ensure their effectiveness. Finally, the essay claims that LOs are more than just digital tools; they turn into innovative essential elements or tools that effectively reach inclusive, participatory, and meaningful instruction in English language learning environments.

**Keywords:** adaptability, benefits, LOs, participation, technology

## Introduction

One of the most common challenges for teachers in the modern EFL classroom is encouraging active student participation, especially in speaking exercises. Despite the increasing diversity of language learners, many students still struggle with some issues such as low self-esteem, limited vocabulary, fear of making mistakes, and lack of motivation, all of which restrict their willingness to speak in class (Liu, 2012). Passive classroom behavior, which directly undermines the communicative goals of language learning and leads to disengagement, is frequently the result of these problems. Finding instructional resources and methods that

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support language development while also enabling students to engage in meaningful and active participation is, therefore, crucial.

Learning Objects (LOs) are reusable, digital teaching materials created to meet particular learning objectives. Many of the shortcomings of conventional EFL instruction are successfully addressed by LOs, which are adaptable, multimodal tools. Similarly, by providing students with multiple opportunities to engage with and produce language, it can be carefully crafted to increase confidence, facilitate differentiated learning experiences, and enhance engagement (Başal & Gürol, 2014). More significantly, LOs provide EFL teachers with the chance to create engaging, student-centered activities that improve motivation and fluency because they are pedagogically developed tools that may include real-life communication scenarios, interactive elements, and authentic language problems. In other words, they are more than just digital information, rather they act as a link between innovative technology and good pedagogical practices.

This paper addresses the advantages or benefits of incorporating technology into EFL instruction showing how it has been emphasized more and more in recent research, especially in relation to improving learner autonomy, scaffolding language input, and establishing inclusive environments that accommodate a variety of learning styles; authors such as El-Sabagh (2021), and Castro (2024) support those ideas. Moreover, it is described how LOs can function as organized sections that focus on scaffolding instruction that lowers anxiety caused by speaking in another language, offer prompt feedback, and promote repeated practice; aspects that are critical for developing oral competence. In addition, the implementation of LOs into established teaching methods like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) allows to appreciate their value in fostering fluency and competence when speaking, so authors such as Avazmatova (2022) and Kosim *et al.* (2024) serve as support for those ideas.

On the other hand, teachers must receive sufficient training to use and implement these innovative tools effectively. To do so, they must choose and modify LOs to meet students' needs, reach curriculum goals, and address classroom situations. Thus, in the absence of such training, LOs run the risk of being underutilized or out of alignment with educational objectives. Authors such as Hamidi *et al.* (2011) and Wiley (2008) justify why teacher training is vital in the process of integrating LOs into classroom instruction. Therefore, this essay seeks to examine

and explore the theoretical foundations and general conditions that support the effective use of LOs in ESL speaking instruction, in addition to their practical applications.

### **The Challenges of Fostering ESL Students' Participation**

Addressing students' lack of active participation in the classroom has been an ongoing difficulty for English teachers. Over the years, researchers have focused on analyzing the challenges that most ESL students face, affecting their willingness and ability to participate in classes. As an example, Liu (2012) explained that when learners do not answer questions or interact with their classmates, "these behaviors are frequently interpreted by teachers and researchers as a lack of motivation, cultural differences, low proficiency in target language, pursuit of perfection, peer pressure, fear of losing face, habit, lack of confidence, and so on" (p. 34). Thus, to create a welcoming, encouraging, and productive learning environment, it is crucial to comprehend the underlying causes of this lack of involvement. Considering these factors, low proficiency in the target language and a lack of confidence are the most common issues, making it necessary to address them. By acknowledging how they interfere with students' participation, it is possible to determine the best method to address them successfully.

#### ***Motivation***

Motivation plays an important role in the process of learning and teaching a second language. It is an aspect that influences teachers' and students' behaviors, attitudes and interests. To illustrate, Hussain *et al.* (2020) stated that "without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once they face hardships in the process" (p. 17). Then, through the process of learning English, it might arise both complex and simple aspects that cause students insecurity to produce sentences or express their ideas, so it means that if pupils are more productive and self-assured while sharing their thoughts and opinions on many subjects, it is because they are highly inspired and motivated.

On the other hand, while learning a second language like English, speaking is crucial for students to practice and produce ideas, sentences, and words in the target language. It is clear that through this process, both complex aspects of the target language will be addressed by the

pupils, and that is why they must be motivated to learn. Ihsan (2016) explained that motivation “cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest, values or desire. Motivation can be seen as the successful aspect when learning a target language deals with speaking the language” (p. 32). It is an aspect that can be perceived through students’ behaviors in classroom activities. If pupils are not motivated enough, they do not participate as expected, as they are not interested in practicing the language, which generates negative attitudes towards the topics.

Considering how the levels of motivation might influence learners both positively and negatively, it is essential for educators to carefully select, design, adapt, or create resources that encourage students’ motivation to learn, practice, and produce ideas using the target language, thereby avoiding students' non-participation.

### ***Low Proficiency in the Target Language***

Students are frequently reluctant to participate in discussions or activities when they have difficulty understanding or expressing themselves in the target language. This inability to communicate effectively may result in several problems that prevent them from actively participating in the class. For example, Riadil (2020) mentioned that “students who are poor in speaking ability tend to have a lack of vocabulary, grammar, and pronunciation, which belong to linguistic problems. Those problems disturb students in improving their speaking ability” (p. 32). Clearly, low proficiency can lead ESL learners to believe that their contributions are unimportant or unworthy, which can lower their desire to engage. As a result, they might decide to stay silent in class rather than face the risk of making a mistake, feeling that they are “not good enough” to contribute.

In addition, “English language competency is influenced by vocabulary insufficiency along with other factors of language learning” (Khan et al., 2018, p. 409). For instance, some pupils may be unwilling to participate as they are not prepared with the necessary vocabulary to produce ideas related to the topic, and this happens because some students struggle with memorizing vocabulary due to the multiple meanings of a single word. In other words, it will be difficult for students to learn vocabulary if they are unwilling to put in the effort.

Therefore, from a previous experience involving the process of designing a learning object, it can be said that scaffolding activities help students address low proficiency because

during that time, it was possible to see how they moved gradually from simple tasks such as word recognition to more complex ones like building sentences orally, gaining confidence to use the target language. Thus, it is an aspect that might be reached through the implementation of LOs in the process of learning because teachers will have the chance to design LOs prioritizing that each section includes scaffolding exercises in which each section or stage builds upon the one before it.

### ***Lack of confidence***

One of the most frequent and significant obstacles preventing EFL students from actively participating in speaking tasks is the lack of confidence. The fear of using a foreign language in public may be frustrating or overwhelming for many pupils. According to Akbari and Sahibzada (2020) “due to low self-confidence many psychological barriers such as feeling of insecurity, fearfulness, having anxiety, and feeling yourself apart from the society are possible barriers that may arise for a student during the class” (p. 2). In other words, the lack of confidence affects students’ capacity to participate in learning activities directly and it is not just a personal problem, so students who are anxious about their language skills or who fear criticism from others are more likely to avoid speaking assignments or participate passively in class discussions. Enhancing ESL students’ confidence involves more than just reducing their speaking anxiety; it also entails giving them the courage to take risks as they progress through their language learning process, making methods, tools, and strategies crucial to overcome these obstacles successfully.

As part of the solutions to foster self-confidence among EFL students, Christie and Listyani (2018) said that “there are some strategies to encourage students’ self-confidence in speaking, such as group discussions, games, role-play, collaborative learning, podcasting, language learning strategies, and demonstration. Those strategies can be successfully implemented in learning language, especially in speaking skills” (p. 145). Based on it, it is possible to say that LOs are excellent sources in which those activities might be addressed in a more significant way to help students avoid such feelings of fearfulness, improving their confidence.

### **Understanding Learning Objects (LOs)**

Learning Objects (LOs) have emerged as a key component of contemporary teaching methods, especially in English as a second language courses. They provide instructors with an effective method to enhance student involvement, create a more dynamic learning environment, and meet the diverse needs of students. Learning objects are digital resources that are designed or adapted to simplify learning and teaching. According to Başal and Gürol (2014),

LOs are small chunks of content that are used in facilitating learning. Normally, text books include much information on a given subject related to the language. However, the aim of LOs is to present the lesson subject more effectively by parceling it into digestible pieces for learners. (p. 63)

It means that each learning object is designed to fulfill a certain learning objective, including speaking practice, grammar rules, or vocabulary acquisition. One of the main features of a learning object is its adaptability since it can be adapted across varied teaching settings, modified according to proficiency levels and combined to different instructional methodologies. Then, it allows them to be employed separately or in combination with a more comprehensive teaching approach. To illustrate, one resource that can be implemented independently for homework is an interactive video; however, in a bigger class session that includes oral exercises such as role-plays or pair conversations, the same LO might also be used as a fundamental resource. Quizzes, digital flashcards and mini-lessons about grammar are examples of common learning objects that facilitate or simplify individualized learning.

### ***Benefits of LOs***

Contemplating the fact that in a classroom, all students might have diverse needs and learn differently, LOs become an excellent source for English teachers since they can make sure that every activity within the learning object meets the needs of their pupils. Thus, this flexibility, interactivity, adaptability to different learning styles, accessibility, and capacity to create a more stimulating and inclusive learning environment are the reasons why LOs might increase EFL students' participation.

Firstly, it might be challenging to meet the diverse needs of different learning styles in a regular classroom such as proficiency levels, visual support, hands-on experiences, and auditory resources. Nonetheless, Learning Objects are designed to incorporate multiple media types, including text, audio, video, and interactive components, making them suitable for a

variety of learning preferences. Castro (2024) suggested that “VLOs facilitated multisensory learning. By incorporating audio, visual, and kinesthetic elements, these tools cater to various learning styles, making the vocabulary acquisition process more comprehensive and effective” (p. 68). For instance, while auditory learners can participate in spoken language practices or audio-based tasks, visual learners can benefit from videos and diagrams included in Learning Objects. Interactive games and simulations can be used by kinesthetic learners, who learn best through hands-on experiences. All students will be able to interact with the material in a way that best suits their own preferences.

Secondly, promoting active learning and interactivity is another principal advantage of Learning Objects. Through the years, passive learning has been a common practice in traditional teaching approaches such as lectures, practices based on worksheets and textbook-based sessions, in which pupils only absorb knowledge without actively participating in it. According to Vakhtina and Palkova. (2015),

LO in traditional learning environment mediates learning activities of students and has a one-sided channel of interaction with them. Educator simultaneously is a source of information and an organizer of educational interactions of students. He also selects and develops LO, organizes perceptual actions of students. (p. 662)

In other words, they are designed to be interactive, encouraging students to engage directly with the content they are interested in. Some varied activities such as multimedia presentations, drag-and-drop exercises, simulations, and quizzes might be included depending on students' interests and needs. On the other hand, Castro (2024) claimed that “learning English through VLO allows teachers to teach quickly and affordably, giving students the opportunity to learn effectively and improve different skills/sub-skills in a creative way” (p. 3). Undoubtedly, including learning objects as a method to increase interactivity in the class ensures the possibility to make a more concise shift from traditional classes into more dynamic learning environments.

Thirdly, accessibility is another benefit since learning objects enhance online or mixed learning settings. LOs are especially useful because they can be accessed from any location with an internet connection. This accessibility ensures that, regardless of their location, EFL students can access instructional materials with a single click. Baçal and Gürol, (2014) indicated that “LOs present a variety of choices to the language teachers and learners. Given their characteristics, they are reusable, sharable, accessible, durable, and searchable; they are a

new kind of learning material especially applicable in web-based distance education” (p. 63). It means that Learning Objects will become increasingly important as technology in education continues to grow, ensuring that language instruction is efficient, inclusive, and accessible to all students.

### ***LOs: Learning styles and adaptability***

Teaching and learning a language are complicated due to the variety of students, goals, methods, and resources used as well as the classroom procedures and performance criteria. Due to these aspects, it is impossible for a single approach to yield the best results under all conditions. Moreover, there is an important view in relation to how students learn and how it influences their participation in the class which shows that each student has his or her own way to learn. Pashler et al. (2008) defined the concept of learning styles as how “individuals differ in regard to what mode of instruction or study is most effective for them” (p. 105). It can be said that learning styles influence how students comprehend, internalize, and apply new information. As shown by Ünsal (2018), “learning styles are the most important components of the learning-teaching process. Although they are not the only effects of learning to happen at different levels and as they are a multi-dimensional concept, they have been discussed from different perspectives” (p. 186). In other words, a previous evaluation among EFL students could provide a better vision of how to involve students according to their learning styles.

For this reason, interactive exercises that assess vocabulary or grammar skills provide students with an immediate understanding of their strengths and weaknesses, enabling them to focus on specific areas for improvement. LOs that integrate speech recognition software allow students to practice pronunciation and receive immediate feedback on their performance. El-Sabagh (2021) mentioned that when resources are adapted to their learning styles, they “are more likely to enjoy learning if they are provided with a variety of instructional materials such as references, interactive media, videos, podcasts, storytelling, simulation, animation, problem-solving, games, and accessible educational tools in an e-learning environment” (p. 20). In brief, every learner may engage with and benefit from the content regardless of their preferred learning style because of the flexibility of Learning Objects (LOs), which accommodate the diverse learning needs and preferences of students. For instance, some pupils could learn well with visual material, while others would do better with kinesthetic or auditory approaches.

## **Role of Technology in Enhancing EFL Learning**

The use of technology in the classroom has grown significantly as education continues to change in the digital age. “Today, various informational and communicational technologies have the ability of facilitating the education and learning process” (Hamidi *et al.*, 20011, p.370). In other words, the role of technology in education has evolved, transforming the way learning and teaching occur. Moreover, this shift is significant when it comes to teaching English as a foreign language (EFL), since technology can improve language learning's efficiency and accessibility. To illustrate, Panagiotidis *et al.* (2023) demonstrated in their article that “the use of technology in the foreign language classroom can undoubtedly have a positive effect on increasing students’ motivation and eventually lead them to better learning outcomes” (p.77). Thus, it means that students, particularly those in EFL classes, benefit from the implementation of technology to facilitate certain activities, such as individualized and dynamic learning experiences that enhance their engagement and subject comprehension as educational institutions adopt digital resources.

Particularly, when working virtually learning management systems (LMS), interactive whiteboards, and digital classrooms are examples of cutting-edge technologies that have transformed traditional teaching into more creative teaching methods. For instance, Hamidi *et al.* (2011) mentioned “today technology-based education is attainable at the universities of developed countries. Smart schools have made a leap in virtual learning. On-line learning and remote training are among new education forms in the new century” (p. 370). Evidently, the flexibility to learn at any time, from any location, and at one's own pace has revolutionized education, particularly for non-traditional learners like working adults or those residing in underserved or rural areas. Finally, technology has changed how educators present lessons in the classroom. As it was previously mentioned, LOs have emerged as useful digital tools that encourage students’ participation not only at home but also in high school. Thus, LOs work particularly well for those learners who have different schedules due to their flexibility and adaptability which are aspects that increase student autonomy giving them the chance to take control of their education outside of the classroom.

## **How LOs support EFL Learners in Speaking Activities**

In EFL contexts, learners' reluctance to produce spoken language without adequate scaffolding is one of the biggest obstacles to speaking. When oral production is taken into consideration when designing learning objects (LOs), they can offer the support that is required. For instance, instead of just serving as passive content, they foster active speaking environments that allow students to practice and internalize language (Başal & Gürol, 2014). Then, having experienced the process of designing a LO, make it possible to say that guided dialogue exercises, voice response exercises, and digital role-plays give students the chance to practice vocabulary, intonation, and pronunciation in relevant contexts. Additionally, taking into consideration that speaking in a language that is not the mother tongue increases people's insecurity, LOs that include voice-recording tasks might make students feel relaxed in a setting in which they can make mistakes and grow from them without the direct fear of criticism that comes with in-person classroom interactions. Thus, LOs might be used to foster confidence and progressively reduce the hesitancy and anxiety that frequently prevent oral participation.

Similarly, an advanced learner can select more challenging speaking tasks, such as debates or role-plays, while a shy student might prefer to practice voice recordings privately instead of participating in pair conversations. In fact, this flexibility enables each learner to engage in speaking practices that match their comfort level by gradually building oral confidence. For example, El-Sabagh (2021) emphasized that learners' autonomy and relevance are both enhanced by personalized learning paths in LOs. In the context of speaking, offering students options such as choosing subjects that interest them and adjusting the level of difficulty of the oral task makes them more invested in their own development, as this sense of control boosts motivation and promotes self-directed learning. Therefore, personalization turns LOs into dynamic, learner-responsive platforms that directly aid in the development of speaking skills. Students are more likely to remain interested, participate actively, and see speaking practice as an integral aspect of their language learning process when they see their interests and communicative objectives represented in speaking activities, whether through topic-based discussions, personalized dialogues, or self-paced oral tasks.

Moreover, a great example of LOs in practice is a video task based on speaking prompts, as it allows students to share their point of view or suggest solutions to certain topics, putting new vocabulary into practice through real-world situations. When speaking tasks involve individualized sentence construction or narration, it closes the gap between passive vocabulary knowledge and active oral usage. For example, in her high school study, Castro (2024) showed that virtual language instructors who design LOs focused on vocabulary development greatly

increased their students' speaking fluency. Considering this, asking students to record videos minimizes anxiety while promoting increased linguistic accuracy by giving students the time and space to prepare their answers, practice, and edit their speech before submitting it in its final version. It also enables teachers to monitor vocabulary growth, provide personalized feedback on pronunciation, grammar, and fluency, as well as evaluate speaking abilities more successfully over time.

### ***Influence of LOs in EFL Engagement***

Learning objects (LOs) offer a variety of ways to increase engagement by providing interactive, customized, and goal-oriented experiences that capture learners' interest and motivation. LOs are dynamic learning environments that can adjust to the needs of learners and encourage active, sustained participation in speaking activities. El-Sabagh (2021) demonstrated that “using an adaptive model in an adaptive e-learning environment will encourage, motivate, engage, and activate students' active learning, as well as facilitate their knowledge construction, rather than simply taking in information passively” (p. 19). Designing LOs with pertinent, real-world contexts that relate to learners' interests and experiences might improve engagement because learners will have the chance to use language in meaningful ways through scenario-based speaking exercises.

In addition, learner autonomy is a crucial element of engagement. To illustrate, LOs that give students options for speaking partners, task types, and levels of difficulty enable them to take responsibility for their education. Particularly in language learning, intrinsic motivation is a potent engagement booster that is supported by this autonomy. Effective LOs, according to Castro (2024), should be learner-centered and flexible, offering not only content but also a framework that encourages experimentation and self-paced development. This highlights how beneficial LOs are as support networks that incorporate motivation, inclusion, and interaction with the delivery of content. Discussion boards and shared audio recordings are examples of tools that facilitate peer interaction and contribute to the development of a classroom community, even in online or hybrid learning environments. Students' willingness to speak up and participate greatly rises when they feel supported by interactive resources and connected to their peers.

## **Integrating Learning Objects into Pedagogical Approaches**

In today's EFL classrooms, learners have complex and varied needs that are frequently not met by strict adherence to a single teaching methodology because it is no longer pedagogically adequate due to the diversity of students' motivation levels, cultural backgrounds, learning preferences, and language proficiency. All students have different learning styles and contexts which no one teaching approach can adequately address because of that the eclectic approach is particularly useful in this situation since it "encompasses various methods, and a single method can be employed within multiple approaches" (Valledor et al., 2023, p.11). Considering this information, the adaptability and flexibility of LOs makes them ideal for eclectic pedagogy. They might be useful for achieving a variety of educational objectives such as grammar, vocabulary and conversational skills as well as address learners' demands creatively and interactively increasing their participation.

Equally important, the incorporation of LOs into instruction might also be based on communicative, learner-centered approaches, specifically Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). It is important to define the type of LO such as video-based simulation, speaking prompt generator or interactive quiz that would be implemented. Avazmatova (2022) stated that CLT, and TBLT all encourage peer collaboration, the use of language in real-world situations, and the completion of tasks that call for active communication. Clearly, both approaches emphasize on using language as a tool for authentic, meaningful communication, giving fluency, interaction, and pragmatic competence priority over decontextualized grammar classes or memorization techniques.

Indeed, with an emphasis on meaning negotiation, strategic competence, and contextual language use, CLT encourages students to use the target language in everyday contexts. To illustrate, Thamarana (2015) highlighted that "the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably" (p. 95). Clearly, if learning objects are aligned with CLT, it will provide students with communicative tasks with a specific goal like interactive storytelling or simulated dialogues. For instance, through a digital role-play that entails advising travelers or resolving scheduling conflicts, learners must be able to use vocabulary while simultaneously adapting their language to the situation.

On the other hand, TBLT organizes instruction tasks that reflect real-world purposes. Kosim et al. (2024) stated that “the main steps in TBLT involve planning authentic tasks that mirror real-world language use, implementing these tasks in the classroom to promote active communication among students, and reflecting on and evaluating the outcomes achieved” (p. 150). Based on it, by carefully designing LOs these tasks might be divided into pre-task, during-task, and post-task phases. For example, learners might build the necessary language input during the pre-task phase by using vocabulary flashcards, watching instructional videos, or completing listening exercises that portray real scenarios. Then, in the during-task phase, students could engage with one another through collaborative problem-solving tools or simulations to accomplish a task, like organizing an event or discussing a problem. Lastly, the post-task phase might incorporate audio recordings, reflection exercises, or feedback rubrics to assist students in assessing their performance and establishing learning objectives for the future.

### **The Importance of Training Teachers to use LOs Effectively**

Learning Objects (LOs) provide a lot of opportunities to enhance ESL speaking instruction; however, teachers’ knowledge, confidence, and digital mastery are necessary for their successful use in the classroom. Nowadays, the most modern digital platforms implemented in the educational field may not work as expected if they are not utilized or used pedagogically effectively. Therefore, educators must investigate before choosing LOs to guarantee that those digital learning resources actually support instructional effectiveness, communicative competence and learner engagement. Hamidi *et al.* (2011) expressed that teachers must be capable of designing, evaluating, and modifying technology for pedagogical purposes before implementing it into the classroom. This goes beyond simply having access to digital tools. Undoubtedly, instructors must receive training on how to link LOs to particular learning objectives, like vocabulary growth, precise pronunciation, fluency building, or pragmatic language use in speaking exercises, in addition to the technical aspects of digital platforms.

Critical digital literacy is another essential component of training, encompassing the ability to assess whether a learning environment is inclusive, culturally relevant, accessible, and aligned with the objectives of students. Lowe et al. (2010), for instance, discovered that when teachers felt secure in their ability to choose resources that aligned with students’ communicative needs and real-world interests, student engagement with LOs increased. To

assist educators in becoming astute users and producers of educational materials, teacher training programs should incorporate reflective practices such as peer collaboration, digital tool audits, and classroom-based inquiry.

Furthermore, teachers can modify content over time and in various contexts thanks to LOs' adaptability and reusability, as noted by Wiley (2008). Nevertheless, this advantage can only be achieved if educators are prepared to modify, adapt, and reuse LOs instead of utilizing them as static content. Both technical proficiency (such as editing multimedia) and pedagogical vision are needed for this (knowing how to transform a grammar-focused LO into a communicative speaking task).

The last requirement is that training be continuous and established in institutional and school cultures. One-time classes are not enough. For teachers to experiment, share, and get assistance in LO integration, they require consistent, cooperative opportunities. As demonstrated by Castro (2024), the effectiveness of LO-based instruction in vocabulary and oral fluency development was primarily dependent on the teacher's ability to scaffold and direct the learning process, a skill that is developed through practice and reflection.

## **Conclusion**

Considering the previous studies that were mentioned through the whole essay, it is feasible to conclude that LOs have the potential to greatly boost or foster learners' participation. Thinking about how difficult it is for students to participate in oral tasks, LOs can be implemented into classroom instruction to reduce the lack of confidence, peer pressure and low proficiency, which are the barriers that commonly affect EFL students. In addition, whether using LOs provides a dynamic environment to replace all traditional teaching methods, whether using customized tasks, simulations or software to voice recording, LOs offer a dynamic environment that can completely replace conventional teaching techniques because they are more than just digital content. In other words, they are pedagogical frameworks that allow educators to scaffold instruction, motivate students, and help them become more independent when using the target language orally.

Furthermore, incorporating LOs into popular pedagogical models such as CLT and TBLT also enhances their instructional strength. As previously mentioned, task completion and real-world communication are prioritized in these frameworks, and the structure of well-designed

LOs easily fits into them. In particular, the TBL cycle's pre-task input, task execution, and post-task reflection stages allow for the integration of LOs, demonstrating how technology can be easily incorporated into communicative approaches without sacrificing pedagogical authenticity.

Importantly, the effectiveness of LOs depends on teacher expertise and preparation. According to Hamidi et al. (2011), the presence of technology in the classroom does not ensure that learners are gaining any useful knowledge. Then, it reinforces the idea that only with pedagogical reasoning and careful implementation, tools like LOs can only be successful and reach their full potential. As a result, educators need to be prepared to use digital tools as well as be able to evaluate, modify, adapt and incorporate them into their particular teaching environments. Thus, teachers must have a clear understanding about how to scaffold tasks, match LOs with communicative objects and monitor students' progress. In the absence of this planning, LOs might be used inadequately, reducing their educational value.

At the institutional level, it highlights the need for a system that offers professional development because it enables teachers to grow professionally from being content providers to digital curriculum designers. Wiley (2008) emphasized the relevance of giving teachers the flexibility to modify, reuse, and recontextualize LOs to address changing classroom needs. Furthermore, educators can further collaborate and participate in workshops and reflective practice, fostering a professional culture in which LOs are not only effectively used but also continuously improved and contextualized.

Lastly, implementing Learning Objects into ESL instruction is not merely a convenience or a fad; rather, it is a pedagogical requirement for modern and contemporary classrooms. As evidenced by theory and practice, LOs provide the structure, flexibility, adaptability, and interactivity needed to encourage students' involvement in speaking tasks. Clearly, with the support of effective teacher preparation and communicative approaches, they become successful tools to reach educational equity and engagement. In brief, the future of EFL teaching will depend not only on the tools and resources available, but also on how thoughtfully and carefully they are applied because together with vision and purpose, LOs are more than just creative and innovative tools that catch pupils' attention, they become a method to enhance learning as well as ongoing transformation process.

## **Limitations**

Although this study shows how Learning Objects (LOs) might improve EFL students' engagement in speaking exercises, it is important to recognize certain limitations. "LOs itself are not good or bad, but the ways to implement them and the learning environments created around them determine their pedagogical value" (Nurmi & Jaakkola, 2005, p. 64). Firstly, the gap in teachers' technical proficiency is a significant issue; many may not have the knowledge or self-assurance to successfully use LOs into task-based and communication activities. To illustrate, use of LOs as static presentation tools instead of student-centered resources in which students can scaffold tasks more meaningfully. Secondly, some educational institutions, especially those with limited resources, lack of digital equipment and infrastructure are part of the limitations. For example, lacking enough computers, tablets, or reliable internet access, which prevents LOs from being effectively integrated. Thirdly, the different levels of digital literacy among pupils are another barrier. For instance, while some students have little trouble navigating online platforms, others may find it difficult to engage with LOs on a technical level, particularly those who have had no prior exposure to technology.

## **Recommendations**

1. Get training to use LOs both technically and pedagogically to effectively integrate them into diverse approaches.
2. To conduct a needs analysis might be essential to determine students' competency levels, learning preferences and digital abilities.
3. To anticipate potential obstacles to access could help educators assess the technological resources that are currently available, such as devices and internet connectivity.
4. Teachers should give students detailed instructions and clear technical guidance throughout LOs implementation so they can concentrate on the activities rather than having problems with the platform.

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