CHAPTER V

HIGH SCHOOL TEACHERS ON THE UTILITY, CHALLENGES, AND BENEFITS OF THE 'STREAM OF ENGLISH SOUNDS BOOK' IMPLEMENTATION: EMPIRICAL PERSPECTIVES EXPLAINED

In Chapter V, the researcher delves into the empirical perspectives of high school teachers regarding the utility, challenges, and benefits associated with the implementation of the 'Stream of English Sounds Book' in their classrooms. This chapter serves as a platform to explore the invaluable insights and firsthand experiences of educators who have integrated this innovative pronunciation learning resource into their teaching practices. By examining the practical implications and real-world challenges encountered by teachers, the researcher aims to shed light on the efficacy of the 'Stream of English Sounds Book' as a pedagogical tool and the extent to which it enhances the teaching and learning of English pronunciation in high school settings. Through a rigorous analysis of teacher perspectives, this chapter seeks to uncover the multifaceted nature of their engagement with the 'Stream of English Sounds Book,' offering key insights that inform best practices and strategies for optimizing its utilization in language classrooms. As we navigate through the varied perspectives and experiences of educators, the endeavor is to provide a comprehensive understanding of the dynamics surrounding the implementation of this digital resource, ultimately contributing to the advancement of effective language teaching methodologies in high school contexts.

5.1 Research Findings

In these sections, all the presented data originated from the recapitulation of teachers' perspective captured in a comprehensive interview. There are sixteen questions that were given during the interview with two teachers that also the directors of English club in which the

implementation takes place. All of it were presented in the thematic analysis and content analysis sections in the following.

5.1.1 Teachers' Perspectives

The teachers' responses underscore the significance of pronunciation in language learning and communication. The *'Stream of English Sounds Book'* offers a unique approach to pronunciation improvement through its gradual, sensory-based methods and alignment with language learning objectives and standards.

5.1.1.1 Thematic Analysis

Based on the thematic analysis of the interview transcript, the top 5 themes/keywords that occur frequently are:
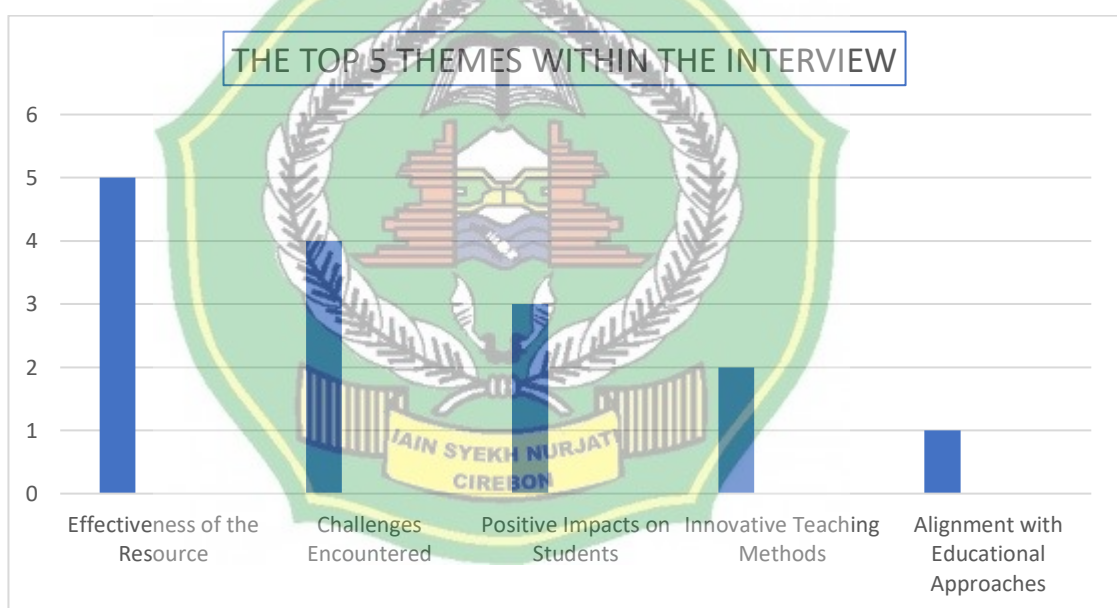

Figure 5.1 Thematic Analysis Results of Teachers' Perspectives on the utility, challenges, and benefits of the 'stream of english sounds book' implementation

The high occurrence of this theme suggests that the participants perceive the resource as highly effective in facilitating pronunciation learning. Their positive feedback indicates that the resource successfully helps students improve their pronunciation skills through various activities and features. Despite the resource's

effectiveness, the presence of challenges underscores areas for improvement. Addressing these challenges, such as technical issues or integration into the curriculum, can enhance the overall value of the resource by making it more accessible and user-friendly.

The frequent mention of positive impacts on students indicates that the resource has tangible benefits, such as increased engagement, motivation, and learning outcomes. These positive outcomes contribute to the overall value of the resource by demonstrating its efficacy in achieving language learning objectives. Participants acknowledge the resource's innovative approach to teaching pronunciation, highlighting its unique features like the verbotonal approach, multi-sensory learning, and dichotic listening techniques. These innovative methods contribute to the resource's value by offering novel and effective ways to engage students and improve pronunciation skills.

5.1.1.2 Content Analysis

5.1.1.2.1 Background Information

Before the teachers go to the contextual questions about the implementation, they were asked two questions about their teaching background before the innovative learning resource implementation.

Question: How was teachers' experience with digital learning resources in general and their familiarity with innovative teaching methods

Participants	Response

Teacher 1	Meeting and monitoring the bootcamp with you in it made me feel a new experience in digital learning resources and finally it is you that letting me know of it. According to my teaching experience, teaching with digital resource is an unfamiliar practice to use in daily basis.
	I know some digital learning resource for speaking or any else, like Duolingo, but I have not tried it yet in my classroom. In three weeks of implementation, you are able to deliver some practices for pronunciation including introducing the background of the research, focus, disturbance, and the rest of it. I can see how beneficial it is already.
Teacher 2	I am familiar with the use of it and sometimes using it in the classroom. Particularly, I use YouTube video and Ebook as an aid in teaching English materials and for speaking. I also familiar with the language learning application, such as DuoLingo and ELSA Speak and use it in the classroom. But, the most frequent one to use is YouTube, I have no experience with the use of Website or Web-based digital learning resource. I think it really helpful for students to practice their speaking skill, and build their own self-confidence in language learning.

Table 5.1 Teachers' Background Information with Digital Learning Resources

Both teachers express varying degrees of familiarity with digital learning resources. Teacher 1 acknowledges a lack of experience but highlights the benefit of participating in the

bootcamp to gain insights. Teacher 2, on the other hand, demonstrates more familiarity, particularly with platforms like YouTube and language learning applications. However, both recognize the potential of digital resources in enhancing language learning.

Question: How was teachers' understanding of the keywords related to your research (Verbotonal Approach, Low-Pass Filtered Audio, Dichotic Listening, Multi-sensory Learning, etc.) to gauge their awareness and perspective.	
Participants	**Response**
Teacher 1	The integration of those concepts in your product made me thinking, 'is such practice actually exist?'. It's so detailed. The processing in right brain to left brain, involving nerves, it is still unbelievable. This is firstly made for the deaf people, right? But you initiatively were taking it to high school level. I do really hope this will make students learn in more intensive way, detailed, motoric, sensory, and how if they were taken into classroom implementation, I hope they learn something from it. About your decision also, to involve those who already got interest and ability to practice in English, I think it is a wise option. I think I can confidently say that you those concepts and practice already enlightened to me thanks to you.
Teacher 2	I think the implementation of your innovative learning resource is very unique. It is my first time to see someone teaching English, focusing on pronunciation, but with very mindful steps and activities, starting from the scratch, from the melody, etc. This implementation then got me familiar about how would the innovation in language learning would look alike. The verbotonal

	approach, Low-Pass Filtered Audio, Dichotic Listening, and Multi-sensory Learning integrated in the website had very authentic potential to transform the current language learning and got me curious on what will happen if this website got taken into the classroom, since we know that we should continue to develop our practice as the language is an ever-changing thing to respond to, right? I think with the range of skills that we could integrate in the use of this website, it is very interesting to then see what we could do in our environment with such innovation.

Table 5.2 Teachers' Background Information with Educational Approaches

The teachers' responses indicate an appreciation for the innovative concepts integrated into the research, such as the Verbotonal Approach and Multi-sensory Learning. While Teacher 1 expresses initial skepticism, both teachers acknowledge the potential of these concepts to enhance language learning outcomes and express curiosity about their implementation in the classroom.

5.1.1.2.2 Utility of the *'Stream of English Sounds Book'*

The teachers were exposed to the contextual questions about the implementation, they were asked three questions about the perceived utility after the innovative learning resource implementation.

Question: How the teachers perceive the utility of the digital resource in facilitating pronunciation learning?	
Participants	**Response**
Teacher 1	I think the implementation is a really worthwhile pronunciation learning! It is because it could teach students that it takes a gradual process on how to pronounce correctly in English. Starting from initial practice with melody, intonation, the up and down, and humming, to finally, from sounds, they could produce a sentence or even just a phrase. It is incredibly beneficial since it is not forcing students to hear and produce sounds from a sentence, but to precisely hear the unfamiliar sounds first, using their sensory system to remember things, saying-out-loud their perception of the sounds (some of them have it in handwritten), I started to think that is the pinpoint way to make use of digital resource for pronunciation learning, to be aware and sensitive in perceiving sounds.
Teacher 2	Reflecting on the implementation we had together, I think I could see the difference in learning outcome, compare to the traditional/ the usual practice we had in the daily basis. Learning pronunciation by seeing teacher as the only learning resource would cause them less motivated, and with the use of technology to facilitate the learning like this, I think it gives them new experience that also help them to be more enthusiastic and motivated in improving their English skills. The verbotonal and multi-sensory features there is really helpful to make them feel more confident to do the practice, like a booster in learning! since we lead them from the very simple activity by hearing, and humming the sounds, right? it made them think that 'I can do this' repeatedly until the end of the practice, making it more memorable to them. It is more incredible to know that students

	can train more skills in here, train their listening ability, write a sentence from what they hear, all in one practice, made the students more focused in learning. You also had the participants increasing day to day, right? I think the implementation also working with their engagement, knowing that all of participants can follow the practice in each schedule until the end. With all of it, I think it is impossible if those reasons doesn't show any of its values to support its utility.

Table 5.3 Teachers' Perspective on Utility of the *'Stream of English Sounds Book'*

Teacher 1 shared about how she perceived gradual process: experienced the confrontation, contrasting, and contesting process and the results where the participants are finally aware and sensitive. This could only takes place if the learning puts the priority to key components of prosody; rhythm and intonation. Meanwhile, teacher 2 has mentioned on the departure of less motivated to become more enthusiastic. Verbotonal-based website was designed and finally being perceived as a personalized learning tool for sensitizing students' perception on the rhythm and intonation of pronunciation learning, as the learning becomes more personal, the motivation grows. These findings validates that this learning resource can train more skills as for its holistical pedagogy (as in two-in-one integration of verbotonal and RfE) towards meaning-making system has successfully implemented thanks to holistic system to support a multisensorial language learning experience (as in two-in-one integration of verbotonal and rfe integration to activate various sensors from the body and the brain in relation to the learning of english pronunciation) (Sudimantara, 2020). Both teachers perceive the digital resource as highly beneficial for pronunciation learning. They emphasize the gradual process it offers, from practicing melody and intonation to producing complete sentences. Teacher 2

particularly highlights the motivational aspect and the boost in students' self-confidence facilitated by the resource.

Question: What are specific features or aspects of the 'Stream of English Sounds Book' that they find particularly effective or beneficial?	
Participants	**Response**
Teacher 1	It is the part before you allow them to write what they hear, when they are standing and humming the sentence with the perceived intonation and gestures. Also, the part when everyone allowed to contest what they already hear, then saying-out-loud it, and allows everyone for any correction, to finally reveal and check if the sentence were in correct structure. They are processing it together, correcting each other, since one's perception may differ to others, by showing that there is past participle there not the precent form. They could learn even for tenses from scratch, starting from constructing the sounds. It's incredible.
Teacher 2	With the features like the verbotonal approach integration, multi-sensory learning, and dichotic listening integration, I think it is aligned with the aim of the current curriculum, emancipated curriculum. We know that the today's learning has became more personalized, students are able to choose what suits them best for the media, and the existence of this website were enriching it by making them aware that such mehod of learning did exist. With the essential features it has, it made it once again aligned with what emancipated curriculum has committed to the same thing. It taught them to use more of abstract thinking while the implementation and use their metacognition in analyzing the text and has resulted in their critical action and engagement in the implementation, proofing that their critical thinking is polished within the implementation.

Table 5.4 Teachers' Perspective on Utility of the *'Stream of English Sounds Book'* in its features

Both teachers highlight different aspects of the 'Stream of English Sounds Book' that they find effective. Teacher 1 emphasizes the collaborative nature of the activities, fostering peer correction and engagement. Teacher 2 focuses on the alignment of the resource with an emancipated curriculum, promoting critical thinking and metacognition among students.

Question: How the resource aligns with CEFR standards and its effectiveness in meeting language learning objectives according to teacher perspective?	
Participants	**Response**
Teacher 1	I think it is useful, since students can be informed about their current level of English proficiency, and since you have estimated the text to meet the learning objectives as informed in Emancipated curriculum, to finish at B1 CEFR, I think the implementation is still effective since they could follow the implementation to the end and experience the technical and innovative way to train their pronunciation despite of their current CEFR level that may differ to each other.
Teacher 2	I think even though the level of the text is already in B1 level, it is still readable for those who had lower proficiency since they also managed to follow the practice from the start and know exactly what they are doing with it. So, I had no problem with it.

Table 5.5 Teachers' Perspective on Utility of the *'Stream of English Sounds Book'* in CFER Integration

Both teachers recognize the effectiveness of the resource in meeting language learning objectives according to CEFR standards. They appreciate its adaptability to students' varying proficiency

levels and its potential to enhance pronunciation skills regardless of initial proficiency.

5.1.1.2.3   Challenges Encountered

The teachers were exposed to the contextual questions about the implementation, they were asked three questions around the perceived challenges after the innovative learning resource implementation.

Question: Tell any challenges encountered during the implementation process, such as technical issues, student engagement, or integration into the curriculum	
Participants	**Response**
Teacher 1	Let's identify it from the content, the process, and the product/output. About the material/contents and process/activities used in the website, it is indeed informative to teach pronunciation since students are already familiar with content-driven learning, but when it planned to be taken into the classroom, I think we may have struggled with what should we do with the learning objective and the curriculum, to decide whether contents/process/the output on the learning resource could meet the learning objectives or not.
Teacher 2	The fact that students are required to have internet package to access the website is potentially hampering their progress within the implementation. So, you may need to anticipate it first before the implementation. And when it comes to grouping, I think it is considerable to think that it is best for them if the way they learn, their learning styles are being considered when you try to group them.

Table 5.6 Teachers' Perspective on Challenges Encountered in the implementation

Both teachers identify challenges related to curriculum alignment and technical issues. Teacher 1 highlights the need to

align the resource with learning objectives and curriculum requirements, while Teacher 2 emphasizes the importance of considering students' learning styles and internet accessibility.

Question: Tell about the obstacles related to the use of innovative teaching methods or technologies in the classroom	
Participants	Response
Teacher 1	The obstacle that I could think is about whether students can handle the confusing part due to this innovative method during the implementation or not.
Teacher 2	Since it is using unusual approach to teach pronunciation, I think the biggest obstacle is to make use of it and to make students aware of its benefits to their English skills. To make the practice not only successful, but also at least being memorable to them. Another obstacle would be the curriculum division approval to apply this in classroom. To encourage them to approve this learning resource in the classroom is very dependent on how would you present its actual benefits for students, right? This is because no matter how far and unusual the implementation from the current trend of teaching, as long as they are exposed to it and proven to successfully acquired the benefits, to make their learning more efficient for example (since there are some transformative features in it), the potential of the learning resource exposed to them shouldn't be ignored and deserved more attention. Therefore, to make it right in front of them is a must.

Table 5.7 Teachers' Perspective on Obstacles Encountered in the implementation

The teachers identify obstacles related to students' understanding and acceptance of innovative teaching methods. Teacher 1 expresses concerns about student confusion, while

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Teacher 2 highlights the need to demonstrate the benefits of the resource to gain curriculum division approval.

Question: How the teachers have addressed or mitigated these challenges?	
Participants	Response
Teacher 1	I think I could learn from this implementation that the reflection after they practiced with the learning resource is crucial since it will confirm on what they have been confused about.
Teacher 2	It must be in our initiative to get these challenges mitigated, to lead them borrow the access from their friend for example if they don't have access to the internet or if it is possible, to make the offline version of the learning resource. And for the consultation with the curriculum division, you may try to allocate and schedule the dialogue space with them, so that you can communicate your intention well.

Table 5.8 Teachers' Perspective on Ways to Address Challenges Encountered in the implementation

Both teachers discuss strategies for addressing these challenges, such as facilitating reflection sessions and providing offline access to the resource. They also emphasize the importance of effectively communicating the benefits of the resource to gain curriculum division approval.

5.1.1.2.4 Benefits of Implementation

The next is set of questions about the perceived benefits were exposed to the teachers. They were asked three questions about it after the innovative learning resource implementation.

Question: How was the perceived benefits of using the 'Stream of English Sounds Book' in the classroom?

Participants	Response
Teacher 1	Meaningful experience in training their pronunciation. Starting from constructing the perceived sounds into a structure, saying-out-loud it, and finally learn from the truth behind their own work/performance. It is even beneficial to teach about tenses, very integrable for other skills to develop.
Teacher 2	It is sufficiently clear that this learning resource is reflecting what transformative learning would be. It gave the clue about how important the mindfulness in learning through its design. They were exposed to the gradual activities to optimize their perception of the audio given, and managed to address the challenge in further activities like when they managed to have the correct narration of the text in the audio. In other words, they can construct their own comprehension throughout such practice, I think it is incredible and eye-opening to know that people can actually learn with such method.

Table 5.9 Teachers' Perspective on Benefits of the implementation

Both teachers highlight the meaningful learning experiences facilitated by the 'Stream of English Sounds Book'. Teacher 1 emphasizes the practical aspects, such as constructing sounds into sentences and learning about tenses, while Teacher 2 focuses on the transformative nature of the learning process, emphasizing mindfulness and comprehension construction.

Question: Tell any positive impacts on student learning outcomes, engagement, or motivation after the implementation of digital learning resource!	
Participants	**Response**
Teacher 1	One that is stand out is from their engagement. It is evident since you managed to have your implementation here for three weeks, and in each week, you have gathered participants more and more than you ever had.
Teacher 2	What I can see is from their engagement and their motivation. Since it was designed by paying attention to the need of personalized learning for students, I think it is embraced through the implementation. Letting them to know their current proficiency and exposing them to learning materials that suits their proficiency profile, I can see it is resulted in the increasing participation and more motivation that they had, indicated by the fact that all of the participants in each day are managed to finish their practice and successfully send the result to you.

Table 5.10 Teachers' Perspective on Positive impacts of the implementation

Both teachers observe positive impacts on student engagement and motivation. Teacher 1 notes the increasing participation throughout the implementation, indicating sustained engagement. Teacher 2 highlights the personalized learning approach and the successful completion of practice sessions by all participants, indicating increased motivation.

Question: Tell us about any unexpected benefits or advantages that have emerged from using the digital resource	
Participants	Response
Teacher 1	According to my perspective, the increasing participants and the fact that you can guide them to finally be able to produce the correct sentence with the correct pronunciation. Seeing those that usually too shy to practice but then they choose to practice their pronunciation with this learning resource is enough to say that this learning resource is very advantageous to reach the whole class, being inclusive to everyone.
Teacher 2	I agree that this learning resource is very potential to teach wide range of skills. The fact that it is not only allows you to practice your pronunciation, but also your listening skill, reading skill, writing skill, and even the grammatical and vocabulary skill is well-prepared to help people aware that its implication is wide and worthwhile.

Table 5.11 Teachers' Perspective on Unexpected Benefits of the implementation

Both teachers identify unexpected benefits, such as increased student participation and a comprehensive approach to skill development. Teacher 1 emphasizes inclusivity and increased confidence among shy students, while Teacher 2 highlights the resource's versatility in addressing various language skills beyond pronunciation.

5.1.1.2.5 Alignment with Educational Approaches

The teachers were exposed to the contextual questions about the implementation, they were asked three questions about the alignment of educational approaches tailored to the website after the innovative learning resource implementation.

Question: How did you discover on how the digital resource aligns with educational approaches such as Transformative Education, Cyber Learning, and Human Nature Learning?	
Participants	**Response**
Teacher 1	Yes, it is innovatively had potentials to transform the education. They were restructuring their perception of language learning itself, knowing the fact that it doesn't occur in a second but you need to carefully identifying the shared knowledge from the start and use your whole body to process it. I also can see the potential for it to create the education different from today, as wished by UNESCO. This is based on the informed practice that enlighten me that training your pronunciation could be done by such practice (as in your implementation), making them sensitive to the sounds they hear, the transformative education feels real thanks to your learning resource.

The notion of Cyber Learning also supported by your implementation. You motivate and led them throughout the process, introducing and guide them to use the technology, and follow the activities that is designed based on the current evidences of how people learn, it reflects both cyber learning and human nature learning concepts in my opinion. |
| **Teacher 2** | I can see how well-prepared the learning resource is, so the integration of those concepts for me, it is a real thing. It is transformative since it can reach wide range of skills to practice with, the cyber learning is real since you are integrating the scientific evidence and emerging technology to made a prototype of learning resource that aligned with the evidence itself, and the fact that you are being considerate of how people learn according to the scientific evidence and sticking to it to see the result, what |

	else you could think but its alignment with the abovementioned concepts?

Table 5.12 Teachers' Perspective on The Alignment with Educational Approaches of the implementation

Both teachers recognize the alignment of the digital resource with transformative education, cyber learning, and human nature learning. They highlight its potential to transform language education by promoting sensory engagement, technological integration, and evidence-based learning practices.

Question: How did you discover any specific features or design elements of the 'Stream of English Sounds Book' that reflect concepts like Story Science, Information Processing, and Meaning-making Mechanism?	
Participants	**Response**
Teacher 1	I can see the integration of story science and information processing within the implementation, it is reflected when students shared their emotional analysis from the text, then we feel like it is relatable and can confirm it is true. And when they concluded what they have learned from the moral, I can see it as a process of synthesizing their comprehension into a new value. The fact that it is aligned with long life learner profile (for being able to create new value) made it more interesting.
Teacher 2	Exposing them to a narrative story with such emotional analysis is very helpful to help them identify the lesson-learned in a story. Their meaning-mechanism is stimulated well through a mindful practice, I think that is why.

Table 5.13 Teachers' Perspective on The Alignment with Educational Approaches of the implementation part 2

Both teachers identify elements of the resource that reflect concepts like story science, information processing, and meaning-making mechanisms. They emphasize the resource's ability to stimulate emotional analysis, synthesize comprehension, and promote lifelong learning values through narrative engagement.

Question: How did you see the value of the integration of multi-sensory learning strategies and the use of low-pass filtered audio and dichotic listening techniques?	
Participants	**Response**
Teacher 1	Reflecting from the practice that goes gradually from hearing, humming, and dance to the audio, I can see multiple integration there, between the multi-sensory learning strategies, the use of low-pass filtered audio and dichotic listening. It helped them to recognize the melody, rhythm, intonation, etc. which make them realize the spectrum of things they should discover to train their pronunciation.
Teacher 2	Knowing the success of every section of the story implemented and the increasing participation you had during the implementation made me reflect that this learning resource is valuable to stimulate students perception in more mindful way, all of it then resulted in deeper learning outcome as they managed to record the best version of the audio learned by themselves.

Table 5.14 Teachers' Perspective on The Alignment with Educational Approaches of the implementation part 3

Both teachers appreciate the integration of multi-sensory learning strategies and advanced techniques like low-pass filtered audio and dichotic listening. They recognize how these features enhance students' perception, deepen their learning outcomes, and promote mindful engagement with pronunciation practice.

5.1.1.2.6 Reflections and Recommendations

The teachers were exposed to the contextual questions about the implementation, they were asked two questions about their personal reflections and recommendations after the innovative learning resource implementation.

Question: How do you perceive overall experience with the digital resource implementation?	
Participants	**Response**
Teacher 1	From the overall three-weeks of implementation, starting from acknowledging the learning resource features and monitoring the bootcamp you had with the students, I can see its potential to teach pronunciation in the level of high school. With the knowledge and perception acquired from the bootcamp, I do hope also for you and the students to not easily feel satisfied, and continue to learn and discover new possibilities, for example to implement this practice to the other texts within their language learning journey and keep the mindfulness in your own mindset.
Teacher 2	New experience means new value to me. It showed me that its value is not only that it is new and interesting to get to know, but also the fact that it left only meaningful experience to person that paying attention to it. Taking a look into its impact to the students, it also has resulted in good impression and participation from them, by exposing them to new possibility to make use of their whole body including their senses in learning and be sensitive within it, emphasizing its value to transform the language learning.

Table 5.15 Teachers' Reflections and Recommendations for the implementation

Both teachers reflect positively on their overall experience with the digital resource implementation. They acknowledge its potential to transform pronunciation learning in high school and emphasize the importance of continuous learning and mindfulness in both students and educators.

Question: Could you share any suggestions or recommendations for improving the resource or addressing any identified challenges?	
Participants	**Response**
Teacher 1	If I could share about recommendation, it must be about the time management. During the implementation, you see that it is hard to go any further from the motion of learning sometimes, right? I wonder if we had much longer time for the implementation, there will be more things discovered, right? Another story to compare, another audio to practice with, discovering broader range of emotions and interpretation, for example. But I do also understand that one story for three weeks of implementation means that you are aimed for deeper analysis of text, deeper learning outcome for students to acquire. It doesn't affect its quality to mindfully teach pronunciation in high school level and giving inclusive access to all students.
Teacher 2	Since its usability is not secured yet when it comes to wider range of context, I hope this website will continue to give us new update on its feature, whether it is in form of including new genre of text or any addition on its feature that could make it more enjoyable!

Table 5.16 Teachers' Reflections and Recommendations for the implementation part 2

Teacher 1 suggests improvements in time management to allow for deeper exploration of the learning content. However, they also acknowledge the quality of the current implementation in teaching pronunciation effectively. Teacher 2 recommends updates

to enhance the resource's usability and expand its applicability to a wider range of contexts.

5.2 Discussions of Teacher Perspective and Its contribution to 'Prototype 2'

The interview with teachers highlights the positive attitudes and motivations of teachers towards the 'Stream of English Sounds Book' and its potential to enhance English language proficiency. The teachers' responses indicate a recognition of the resource's innovative concepts, such as the Verbotonal Approach and Multi-sensory Learning, and their potential to improve pronunciation learning outcomes (Yang, 2022). The teachers also highlight the resource's adaptability to students' varying proficiency levels and its effectiveness in meeting language learning objectives according to CEFR standards.

The challenges faced by the teachers, such as curriculum alignment and technical issues, are also discussed, along with strategies for addressing these challenges, such as facilitating reflection sessions and providing offline access to the resource. The benefits of the resource, including its ability to facilitate meaningful learning experiences and promote student engagement and motivation, are also emphasized.

The alignment of the resource with educational approaches such as transformative education, cyber learning, and human nature learning is recognized, and the integration of multi-sensory learning strategies and advanced techniques like low-pass filtered audio and dichotic listening are appreciated (Pawlak & Szyszka, 2018). The teachers' reflections and recommendations for improving the resource, such as enhancing usability and expanding its applicability to a wider range of contexts, are also presented.

This recap provides valuable insights into the effectiveness of the 'Stream of English Sounds Book' in enhancing English language proficiency, particularly in the context of pronunciation learning. The teachers' positive attitudes and motivations towards the resource, as well as their recognition of its innovative concepts and adaptability to students'

needs, suggest that the resource has the potential to make a positive impact on language learning outcomes.The challenges faced by the teachers, such as curriculum alignment and technical issues, highlight the importance of addressing these challenges in order to optimize the resource's effectiveness. The benefits of the resource, including its ability to facilitate meaningful learning experiences and promote student engagement and motivation, suggest that the resource has the potential to enhance language learning outcomes in a variety of contexts.

Overall, the interview with teachers' recap provides a comprehensive overview of the 'Stream of English Sounds Book' and its potential to enhance English language proficiency, particularly in the context of pronunciation learning. The recap highlights the resource's innovative concepts, adaptability to students' needs, and potential to facilitate meaningful learning experiences, and provides valuable insights into the challenges and benefits of implementing the resource in educational settings.

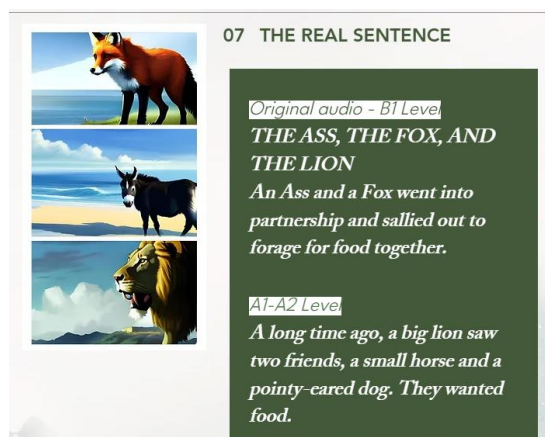**Figure 5.1 Feature of Text Revealing for Prototype 1**

Figure 5.2 Feature of Text Revealing for Prototype 2

The 'Prototype 2' of Stream of English Sounds Book is the revised version of this English pronunciation learning resource that paid attention to any challenges, constraints, and doubts indicated either from students and the teachers involved. In this version, researcher has noticed some challenges found by the participants, such as confusing part in filtered audio and ways to make the experience given is memorable. It has been elaborated that any confusion will fully be destroyed once the actual script/text being heard revealed. By considering the need to make the experience is way memorable than ever, the crucial part that will remove any confusion was upgraded. Previously, it only features the actual script, the same as heard by participants. Now, the alternative script was provided to make sense of the story even better thanks to the integration of CEFR within it. It is now available in A1, A2, and B1 text/script in any part of the motion of learning respectively.