
Pedagogical Relevance of Irresistible Lexical Items
Used in Online Media: A Case Study of Urdu Speakers, India

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Abstract

This paper attempts to determine the account of the irresistible lexical items used in online media, examine the pedagogical strategies that impacted the cycle of the psychological expressions, and generalize the media's applications attracted to the learners' intentions through the features of irresistible lexical items. The researchers used qualitative descriptive with several techniques, including collecting data from Urdu speakers (participants) who used the irresistible lexical items in language teaching. And then, after reading newspapers, magazines, gadgets, books, journals, etc., the researchers generalized the ideas and concepts of the learners. The account of the irresistible lexical items' pedagogical relevance in online media could improve the Urdu speakers and affect the pedagogical levels, particularly in speaking. The pedagogical structure shapes the teachers' actions, judgments, and other teaching strategies and considers the learners' needs, backgrounds, and understanding. In addition, Language teaching adopts the linguistic framework of the lexical items and affects the medium of communication. Even similar words may be present in its language, affecting the pedagogical structure of language teaching.

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1. INTRODUCTION

Currently, social media is an active instrument for teaching and learning, especially in the realm of education during a pandemic like the one we're experiencing right now. Online learning necessitates the use of media as a teaching and learning tool by default. Teachers must employ engaging media to pique students' attention in the classroom learning process.

According to Weller & Robinson, (2002), online media should be viewed as critical instructional technology. One of the benefits of using the internet is that it encourages pupils to engage in active learning rather than passive users of information. The purpose of employing Internet media in the classroom must be tailored to the instructional objectives.

Students can be motivated to study more by using online media, which can also be utilized to supplement learning tools in the classroom. Furthermore, online media may supply the most up-to-date information, ensuring that learning is never out of date.

Brown, (2007) explains some of the benefits of using online media on the internet, such as providing opportunities for students to pay attention to language forms, as a means of providing input modification, as a means of providing various learning resources, such as the availability of sources or materials and learning styles to be used, to collaborative projects, as a multimodal practice tool such as visual, auditory or written, and as a fun medium.

The concepts that must be considered in using online media on the internet, according to Brown, (2007), include: (1) employing technology to promote goals in classroom learning. (2) assess the software's fitness

fobuildsching (3) build a learning environment that encourages students to think about how computers may help them learn better. (4) Making technology available to all students (5) Using technology effectively means that students can learn more quickly using technology than traditional approaches. (6) Effective use of technology.

The term pedagogy especially generalized the theories and practices of teaching and learning and how these theories and practices influenced the learners' social, cultural, political, and psychological development. It included the teaching and learning factors for the enhancement of the level of understanding of the learners. The pedagogy structure includes considerable pedagogical innovation, incorporating simulations, role plays, experiential learning, and reflective learning into the traditional classrooms and developing the multiple models of the field-based courses Kelly & Fetherston, (2008). The pedagogy revealed skills and knowledge and designated interaction among the learners' educational context in the academic disciplines. The pedagogy theories and practices vary to classify social, cultural, political, and educational phenomena. The pedagogical structure provided a theoretical and practical framework of actions, judgments, and further learning and teaching strategies.

The pedagogy structure used irresistible lexical items to concentrate on the theories of learning, teaching, and understanding the students' interests and backgrounds. The irresistible lexical items helped to understand the essence of pedagogical activities and analyzed the specific features of learning and teaching theories. The pedagogical structure turned the psychological models of understanding related to the purposes, motives, actions, and learning operations. From the pedagogical structure perspective, the teacher and learner became the central part of the education program. The research programs in the

autonomy of language education have often tended to underrate teaching and learning autonomy issues, which have reinforced a de-politicized view of pedagogy for autonomy Benson, (2006)

The irresistible lexical items affected the psychological expressions of the learners and enhanced the capacity of understanding. The media used many irresistible lexical items for engaging the psychological attribution of the learners. The media adopted different types of methods for the learners' attraction and attention through irresistible lexical items. The media structure is relevant to the irresistible lexical items generated a figure of linguistic assessment in the learners' minds. There are various definitions to emphasize the level of collaboration, communication, Information, literacy, social and cultural competencies, creativity, critical thinking, and problem-solving related to media Mishra & Kereluik, (2011); Voogt & Roblin, (2012). The media highlighted the role of the irresistible lexical items as a provider of tools for various purposes. They emphasized the features of skills and knowledge of the learners to understand the pedagogy's new strategies.

The medium of expressions of the irresistible lexical items has been used in different media fields for impressing the way of learning of the individuals. The irresistible lexical items played a significant role in examining the words that elaborated the beauty of the media's languages. The languages have the process of altering the words, but they remained for improving the quality of the lexical items. The media fixed the account of the irresistible lexical items to use in different fields and attracted the learners' psychological properties. In the field of pedagogy, the teaching and learning profession used the irresistible lexical items for improving the storage of the vocabulary and impressed the learners.

Based on the above explanation, the researcher of this study wishes to find out the account of the irresistible lexical items used in media that revealed the learners' pedagogical relevance, to examine the role of the pedagogical strategies that impacted the cycle of the psychological expressions and enhanced the status of theories and practices of learning and teaching, and to generalize the media's applications attracted to the learners' intentions through the features of the irresistible lexical items.

2. LITERATURE REVIEW

The role of the irresistible lexical items relevant to the account of the pedagogy emphasized to the levels of the skills, communications, collaborations, ICT skills, Information, media literacies, social and cultural competencies, creativities, critical thinking, and problem-solving Mishra & Kereluik, (2011); Voogt & Roblin, (2012). The irresistible lexical items improved the quality and quantity of the medium of expression to generalize communication and conversation among the classroom learners. One of the central ideas of pedagogy to use the irresistible lexical items is to enhance the learners' psychological expressions. In the field of the theories and practices of teaching and learning, the pedagogy included considerable innovations, incorporating simulations, role plays, experiential learning, and reflective learning into the traditional classrooms and developing multiple models of field-based courses Kelly & Fetherston, (2008).

The study conducted by Weda & Sakti, aimed to investigate the impact of formal instruction on the learning of English short vowels among students enrolled in the English Literature Study Program at the Faculty of Languages and Literature at Universitas Negeri Makassar, Indonesia. Their research findings demonstrated that formal training had a substantial impact on enhancing the students' capacity to acquire

English short vowels. Additionally, it was shown that a significant proportion of the students exhibited a tendency to inaccurately transcribe brief vowels as extended vowels Suhery et al., (2024)

The parameters of the irresistible lexical items are used in media that played a significant role in the observation and concentration of many different user-driven communication services like Facebook, WhatsApp, Twitter, YouTube, and Instagram Obar & Wildman, (2015). The pedagogical relevance of the irresistible lexical items used in media revealed the reality of gadgets, applications, and services provide help and support to various everyday life situations, from navigation, real-time translation, and shopping to watching the news, learning new skills, and finding a partner for the communication Valtonen et al., (2019). In addition to the media literacy education, the factors of the irresistible lexical items have been used in the digital age under the initiatives like computer literacy, fluency with ICT, and coding literacy, which often intricate the stage of the program of learning Guzdial, (2015); Vee, (2017).

3. METHODS

In conducting research, we need research design. The research design refers to the strategy to integrate the different components of research projects cohesively and coherently. Some experts have a different opinion about what is meant by research design. According to Creswell (2009), research design is plans and the procedures for research to detailed methods of data collection and analysis.

Meanwhile, Bogdan & Biklen, (1992) state that qualitative research is descriptive in which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the study's findings.

Further, the researchers collected data from the participants who used the irresistible lexical items in language learning and teaching. The participants used different types of irresistible lexical items at the time of communication with the researcher. The researcher generalized the learners' ideas and concepts when reading newspapers, magazines, gadgets, books, journals, etc. He determined that the participants are influenced by the irresistible lexical items used in media (digital media, social media, print media, etc.). They used the method of interview and observation for the collection of data from the respondents. The data was derived from the thirty participants with an account who used the irresistible lexical items relevant to pedagogy and media. The respondents have used various languages for communication and shared ideas and opinions related to learning and teaching theories and practices. The researcher used the high quality of the tape recorder and put its approach to the respondents' mouths to collect the data. After collecting the data, the researcher applied the pedagogy's role relevant to the irresistible lexical items used in media and revealed the aspects of teaching and learning.

4. RESULTS

4.1 Assessment of Irresistible Lexical Items

The assessment process about the irresistible lexical items reveals the act of judgment for learning and teaching approaches. The assessment is the criteria of examination to complete the aspects of the learning and teaching approaches that created the feedback and performance of the learners. The learners have the words in their language, but they use another language to improve the confidence level as prestige in teaching and learning. There may be two essential aspects of using the words of another language, first is that the learner or teacher may impress the

others as a result of knowledge in a second or foreign language; second maybe lack of the vocabulary in its native or first language due to the stages of bilingualism. These irresistible lexical items determined the learners' psychological conditions to improve the skills, help low achieving students, and enhance the learning. The learners in the communication using some irresistible lexical items have given below.

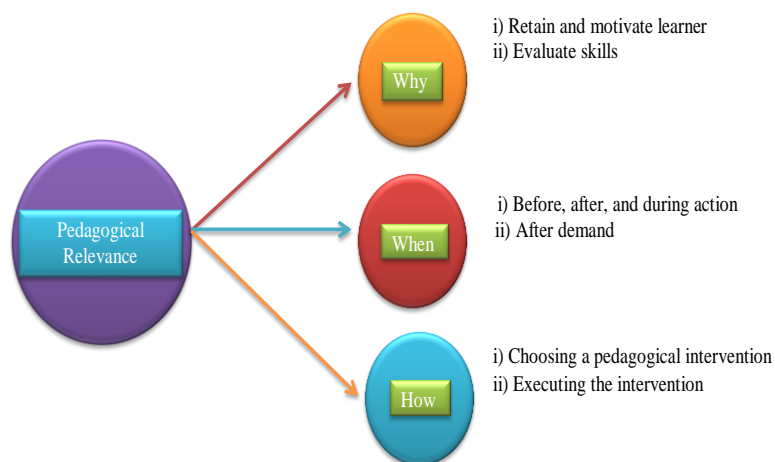
Urdu	Irresistible Lexical Items
شعبہ	department
عمارت	building
اخبار	newspaper
کتب خانہ	library
ملاقات	meeting
بستر	bed
داخلہ	admission
عام	common
لازمی	compulsory
مضمون	subject
درخواست	application
ترسیل	delivery
خریداری	shopping
قمیض	shirt
تفویض	assignment

4.2 Expressions of the Pedagogical Relevance and Strategy

The expressions of pedagogical relevance and strategy focused on the behavior of the theories and practices of the learning and teaching in particular regions. The pedagogical relevance confirmed the need and prestige of the irresistible lexical items used in the classroom and

measured the degree of weight in communication. If a learner used more borrowed words of English or any other language at the time of communication, they gave more attention to him, but they did not understand why the learner used these words. Is the learner interested in making communication more effective in using borrowed words or using proper words in its language? The pedagogical relevance regarding the use of cases in language teaching and learning experiences has suggested that it fosters reflective teacher and learner development, help surpass the bridge between theory and practice, and enhances innovation Jiménez, (2011); Raya et al., (2017). In the print media, the irresistible lexical items affected the learners' cognitive systems because they think that there is no word in its language to cover them, but there are. The irresistible lexical items boosted the learners' command in the form of communication and improved the vocabulary level in the second or foreign languages. These lexical items are used in the account of pedagogy for the growth and development of bilingualism among the learners. The structure of the pedagogical relevance with their purposes has given below, such as.

Figure 4.2 a structure of the pedagogical relevance



The pedagogical strategies generated new techniques and methods for solving the theories and practices of learning and teaching. The pedagogical strategies' methods and techniques filled the criteria of the evaluation of new features of learning and teaching. The structures of the irresistible lexical items retained the factors of the methods and procedures of the pedagogy used to examine the understanding level. The pedagogical strategies motivated the learners to use the irresistible lexical items at a large amount for learning a new language. One of the pedagogical strategy's central tenets is to recall or remember the teaching and learning approaches and methods that were discovered and taught a long time. These strategies directly impact the learner's and teachers' psychological expressions for reminding them to use new words for improving the level of learning and teaching.

As the researchers defined, the values and issues of the irresistible lexical items relevant to the pedagogical approaches and strategies are unique learning and teaching levels. The irresistible lexical items' structure represents that the learners have similar words in their language; still, they use another language to affect the impression of the individuals in communication. It is generalized that all the irresistible lexical items' factors improved the confidence level and enhanced the beauty of the structure of the sentences. The researchers determined that the respondents became more lenient in using the lexical items of other languages for communication. In recent times, the media used irresistible lexical items to attract the learners' psychological expressions. The irresistible lexical items' structures attracted the learner's and teachers' intentions for the medium of expression. The media (print media, digital media, electronic media, social media, etc.) played a significant role in the

individuals' lives to express ideas, concepts, and beliefs through the figures of the irresistible lexical items.

5. DISCUSSION

These are some kinds of the Urdu speakers' irresistible lexical items; even the similar forms of these words are available in their native language. These words covered the whole mechanism of classifying the learning assessment in a particular region of the pedagogy. The learners used different types of irresistible lexical items to attract the intentions of the individuals in the communication. At the same time, the forms of these words already existed in their first language. These types of irresistible lexical items are used in the media (print media, electronic media, digital media, social media, etc.) on a large scale to classify the systematic organizations of language functions.

In the framework of the pedagogical structures and strategies, the researchers analyzed learning and teaching theories and practices. It is examined that the learners used the forms of the irresistible lexical items and implemented the principles of the ideas of learning for communication. In the structure of pedagogical relevance, the methods and techniques improved the motivation of the individuals. They retained the possibility to use the irresistible lexical items. In the second frame of the pedagogical relevance, the strategies improved the learning and teaching skills before, after, and during the action and discussion in the classroom. It is revealed that the learners and teachers adopted the pedagogy's privileges and intervened in evaluating the skills. Choosing the account of the pedagogical and executive interventions, the learners and teachers clarified the vision of the irresistible lexical items used for the education convention. The pedagogical relevance factors determined the aspects of the irresistible lexical items for exploring learning and

teaching activities. The researchers exhibited the phenomena of the learners and teachers' psychological expressions and expectations for the explorations of the pedagogy's actions. The pedagogical strategies and structures unveiled how to understand the contextual levels of the theories and practices in learning and teaching.

6. CONCLUSION

From the findings and discussion above, it can be concluded that the account of the irresistible lexical items' pedagogical relevance found in online media could improve the Urdu speakers and affect the pedagogical levels, particularly in speaking. And the pedagogical structure provides shape to the teachers' actions, judgments, and other teaching strategies and considers the learners' needs, backgrounds, and understanding. In addition, language teaching adopts the linguistic framework of the lexical items and affects the medium of communication. Even similar words may be present in its language, affecting the pedagogical structure in language teaching.

It is considered that the learners used the irresistible lexical items for the generalization of the individual's impressions and expressions in the framework of communication. They may or may not have command over their native languages' vocabulary, but they used the words of another language most of the time. It may be due to the emergence of bilingualism or education filed background. The pedagogical relevance of the Irresistible lexical items focused on the features of the medium of expressions for the learners and teachers' attraction of intentions. The forms of the irresistible lexical items enhanced the confidence level and improved the learner's and teachers' performance. The irresistible lexical items are used in print media in a large group; even the words are available in its language in which the newspaper has published. These are

used to attract the learners' cognitive and psychological expressions at the time of reading and sometimes became habitual of those words used in the communication.

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