

EFL Students' Perceptions on the Use of Promova for Learning English Vocabulary

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Abstract

This study explores EFL students' perceptions of using the Promova application to learn English vocabulary. The study employed a qualitative descriptive method with 30 XIth-grade students at a senior high school in Medan. Data were collected through Likert scale questionnaires and semi-structured interviews. The results indicate that students perceive Promova as a user-friendly, flexible, self-directed learning application. Interactive features, such as quizzes, flashcards, image illustrations, and AI-based pronunciation feedback, increase vocabulary memorization, enhance understanding, and boost learning motivation. While most students feel confident and enjoy learning with Promova, some remain neutral about its impact on long-term motivation. These findings suggest that Promova is an effective vocabulary-learning tool for EFL students. This study implies that mobile applications like Promova can be used as an engaging and tailored language learning media. This study contributes to the literature review by offering an understanding of students' experiences using the Promova application in Indonesian secondary schools, a topic rarely discussed in previous studies. Additionally, the results can be a useful reference for teachers, application developers, and future researchers when designing vocabulary learning media suited to students' needs and interests.

Keywords: *EFL students, Promova, vocabulary learning, mobile-assisted language learning, student perceptions.*

INTRODUCTION

In recent years, technology has brought significant changes in language learning. As stated by Ningrum (2021), in the 21st-century era, Mobile Assisted Language Learning has become part of teaching and learning activities in English education. MALL (Mobile Assisted Language Learning) has become popular and provides many advantages for students. According to Nasution (2023), MALL is a medium that can be used in the English learning process in the form of a handheld device, also known as a smartphone. MALL makes it easy for students to learn anywhere and anytime, so students are not limited to classrooms and textbooks. In addition, MALL also makes language learning interesting because students can learn through various applications that use gamification, so learning can be more fun.

Vocabulary is a key component of language learning, especially for English as a foreign language (EFL) students. According to Risnawati et al. (2023), Vassoughi states that vocabulary is one of the language components that must be learned and taught. Vocabulary serves as the foundation for developing all other language skills, including reading, writing, listening, and speaking. Without a sufficient vocabulary, students sometimes find it difficult to communicate or understand the language in various kinds of situations. Memorizing, make a word lists, and dictionary use are common traditional learning vocabulary strategies.

However, these methods are sometimes considered as monotonous and less successful in the long run at maintaining vocabulary. Teachers and educators are therefore searching for creative and innovative ways to make learned languages more attractive, useful, and

successful.

Based on a previous study by Cahyaning Fitri et al. (2024), high school students commonly face various challenges in learning English vocabulary, such as low motivation, lack of interest, reluctance to memorize, and difficulties with grammar, pronunciation, and limited access to learning tools. These persistent problems hinder students' vocabulary acquisition and, consequently, their overall English proficiency. Considering the importance of vocabulary mastery in learning a language, it is essential to explore innovative and engaging ways to support students in overcoming these challenges. One such method is digital applications like Promova.

Promova is an application that helps users learn a new language in an easy and fun way. Promova has several features, one of the best of which is the lesson plan, which allows users to set specific goals based on what they want to achieve. The lessons are short and easy to complete, usually taking only one minute per session. Promova offers interactive vocabulary tools such as flash cards with pictures and explanations to help users remember new vocabulary. Users can learn more than 3000 vocabulary words from different topics, using illustrations and quizzes to improve memory. In addition, Promova also comes with AI assistants that provide feedback on pronunciation, helping users improve their speaking skills. Promova aims to meet the diverse needs of students, allowing them to acquire new vocabulary in a more enjoyable and systematic way. Although the use of such applications is on the rise, understanding students' perceptions of these mobile applications remains an important area of research, as their attitudes and experiences significantly affect their use.

Previous research has also shown the effectiveness of Mobile-Assisted Language Learning (MALL) in improving vocabulary learning outcomes. A study conducted in a rural Indonesian school found that students taught using MALL performed significantly better than those taught with conventional methods. The integration of mobile technology supported flexible and engaging vocabulary learning (Katemba, 2021).

Research by Darsih and Asikin (2020) indicates that their perceptions of the use of MALL (Mobile Assisted Language Learning) in this case are considered useful and help students in learning. As shown in the research by Dizon (2020), Mobile-Assisted Language Learning (MALL) suggests that the use of technology to learn vocabulary is an effective approach for foreign language students. This is in line with Alkhudair's research (2020), which states that if mobile learning or MALL is used systematically and thoroughly, it can improve students' English language skills because it provides a more innovative and flexible learning method.

Furthermore, applications like Duolingo, Quizlet, Baamboozle, Hello English, etc. can help EFL students learn vocabulary. As noted by Rihana et. al (2024), students had positive perceptions of Duolingo, stating that it boosts their motivation, makes learning more enjoyable, and encourages them to continue using it for learning English. In line with this, Zakiyah et. al (2024) also reported that students found Duolingo fun, engaging, and effective in helping them improve their vocabulary. The gamified features, such as interactive tasks and instant feedback, enhanced their motivation and made learning enjoyable. In comparison, another study by Djamdjuri et. al (2023) stated that the majority of students responded that learning new vocabulary through the Quizlet application was useful and could increase students' motivation to learn. This is supported by Aprilani and Suryaman (2021), who showed that Quizlet is effective to learn vocabulary, interestingly, and it makes the students feel more enthusiastic about learning English vocabulary.

In Arini and Suwarso's (2024) research, which examined EFL students' perceptions of technology-based gamification towards the use of Baamboozle in English vocabulary learning, the results showed that students responded positively to Baamboozle as a vocabulary learning medium. They find Baamboozle effective, enjoyable, motivating, and helpful for

increasing vocabulary. These results are consistent with the study conducted by Zanuvar et. al (2024). The study found that using Baamboozle games significantly enhanced students' vocabulary learning by making the process more engaging, interactive, and enjoyable.

Another research conducted by Alharbi (2022) on the perceptions of EFL learners showed that students had a positive attitude towards using the language learning mobile application Busuu to aid their vocabulary acquisition. The majority of users had a positive view of Busuu in terms of expanding their vocabulary. In addition to the Busuu application, the English Vocabulary application can also help students in learning vocabulary. These findings are in line with those of Afifka and Daulay (2024), who also found that the results of student perceptions showed that the majority of users have a positive view of Busuu, which is able to expand students' vocabulary and help students in increasing learning motivation.

Also, Anugrah et. al (2024) identified that the majority of the students from this study saw that the features available in the Hello English application facilitate students in their learning activities, and encourage students to learn English, and also, most of them saw that the Hello English application is a fun medium to use. The evidence aligns with Gultom (2022), whose study also revealed that the Hello English application has many benefits for students because it is not only for memorizing vocabulary, but also allows some students to learn about writing text vocabulary, answering questions, speaking text, and building sentences on the Hello English application.

Most previous studies have focused on popular vocabulary learning applications such as Duolingo or Quizlet, while Promova, which offers innovative features such as AI feedback and visual flashcards, has not been widely studied. Existing research also tends to highlight general perceptions without evaluating students' actual experiences in using the application. In addition, the context of EFL students in Indonesia has rarely been considered. Therefore, this study is important to address this gap by thoroughly exploring the perceptions and experiences of EFL students in Indonesia in using Promova as a vocabulary learning tool.

This study aims to explore EFL students' experiences with Promova, focusing on how they use the application and its impact on vocabulary learning. Especially, this study aims to answer the questions: How do EFL students perception of the use of Promova application in vocabulary learning?

The research also aims to provide practical recommendations for teachers and educators to improve the design and implementation of digital aids such as Promova in the EFL classroom. Ultimately, this research seeks to bridge the gap between technological advances and their practical application in language education, ensuring that tools like Promova are adapted to meet the needs of EFL students.

METHODS

Research Design

In this study, the researcher used a qualitative descriptive method to understand students' perceptions of using Promova in vocabulary learning. According to Ary et al. (2002), descriptive research aims to accurately characterize a particular individual, situation, or group. This approach provides a detailed explanation of a phenomenon without manipulating variables or establishing causal relationships. Meanwhile, Margono (2010: 8) stated that the descriptive method is a method that seeks to provide data systematically with facts and properties of certain samples that aim to solve problems that exist in the present and collect data or information to be compiled, explained, and analyzed. This method was chosen because it allows researchers to explore students' experiences and perceptions in depth through data collected from questionnaires and interviews. This research was conducted at a

senior high school in Medan Marelan on Thursday, February 20th 2025.

Research Procedure

This research was conducted over two weeks and involved both in-class monitoring and independent student activities. The aim was to examine students' perceptions of using the Promova application for learning English vocabulary.

On the first day, the researcher introduced the Promova application to the participants and provided step-by-step guidance on how to use it effectively. Students were given an overview of the available features, such as flashcards, games, quizzes, and topic-based vocabulary lessons.

During the first week, students were encouraged to independently use the application for at least 10 minutes per day, either at school during their spare time or at home. They could explore any topic or level in the application according to their learning preferences. The goal was to give students the freedom to engage with the application based on their interests and pace.

In the second week, students continued using Promova, with a particular focus on engaging with interactive features such as vocabulary games, quizzes, and pronunciation practice with AI feedback. During this phase, the researcher observed how students responded to the learning process and monitored their level of engagement and consistency in using the application.

On the final day of the two weeks, students were asked to complete a questionnaire measuring their perceptions across four key areas: ease of use, interactive features, vocabulary improvement, and learning motivation. In addition, selected students were invited for interviews to provide deeper insights into their experiences using the Promova application.

Research Participants

The target participants in this study were grade XI students from a senior high school in Medan Marelan during the 2024-2025 academic year, with 30 participants consisting of 13 males and 17 females. The selection of subjects in this study used a purposive sampling technique. Sugiyono (2019:133) states that purposive sampling is a technique with certain considerations. The students selected were those who are active in learning English and have basic experience using technology-based applications.

Data Analysis

In this study, the data were collected through two instruments: a closed-ended questionnaire and semi-structured interviews. The questionnaire, which consisted of 15 statements using a 5-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD). And semi-structured interviews to investigate students' perceptions of using Promova.

The data from the questionnaire were analyzed using descriptive statistical analysis. Students' responses to each item were presented as percentages, showing the overall tendency and level of agreement for each statement. This helped identify common patterns in students' perceptions regarding the application's ease of use, interactive features, vocabulary improvement, and learning motivation.

Meanwhile, the data obtained from interviews were analyzed using a thematic analysis approach. The researcher first transcribed the interviews and then categorized the responses into key themes aligned with the study's focus. These themes were used to support, enrich,

and explain the questionnaire's findings.

RESULTS

The findings of the research, which were based on questionnaires distributed to students regarding the Promova application as a learning tool, will be presented at this stage. The analysis is based on responses from thirty students to fifteen questionnaire statement, the results of which are presented in the table below.

Table 1. Questionnaire data

Statement	SA	A	N	D	SD
1. Promova is easy to use to learn english vocabulary	30%	60%	10%	0%	0%
2. Promova is easy to use anytime and anywhere	23,3%	50%	26,7%	0%	0%
3. Promova lets me learn vocabulary at my own pace	20%	50%	30%	0%	0%
4. Promova helps me understand vocabulary through interactive features	20%	50%	30%	0%	0%
5. The quizzes and game in Promova increase my vocabulary	23,3%	60%	16,7%	0%	0%
6. The flashcard feature in Promova helps me memorize vocabulary	23,3%	26,7%	50%	0%	0%
7. The AI feedback feature in Promova helps me learn vocabulary more better	20%	43,3%	36,7%	0%	0%
8. Promova's level system makes me more interested in learning English vocabulary	26,7%	36,7%	33,3%	3,3%	0%
9. Promova provides a variety of vocabulary topics relevant to my learning needs	20%	46,7%	33,3%	0%	0%
10. Promova helps me remember new English vocabulary	20%	50%	30%	0%	0%
11. My English vocabulary has increased after using Promova	26,6%	36,7%	36,7%	0%	0%
12. I feel more confident in understanding English vocabulary after using Promova	30%	40%	30%	0%	0%
13. Promova makes me more motivated to learn English vocabulary	16,7%	50%	33,3%	0%	0%
14. Learning English vocabulary through Promova is not boring	30%	36,7%	33,3%	0%	0%
15. I want to keep improving my vocabulary because learning with Promova is fun	23,3%	20%	56,7%	0%	0%

The researcher discovered several significant findings that reflected students' experiences and perceptions after using the Promova application by analyzing the table of questionnaire results completed by the students regarding the application's usefulness. Based on the table above, it can be concluded that students have four main perceptions of the Promova application, which include various important aspects, namely user-friendliness, interactive features, vocabulary improvement, and learning motivation, as explained in the following sections.

1. Promova is User-Friendly and Uncomplicated

A review of the data in the table indicates that most students reported that the Promova application is easy to use and supports learning English vocabulary. The survey results indicate that 30% of respondents strongly agree and 60% agree that Promova is an uncomplicated tool for learning English vocabulary. No respondents expressed disagreement. With a focus on the statement regarding the accessibility of Promova, 23.3% of students expressed strong agreement, 50% indicated agreement, while 26.7% maintained a neutral stance. This finding indicates that 73.3% of students consider the application sufficiently flexible in various situations and conditions.

Additionally, the statement regarding Promova's capacity to facilitate self-paced vocabulary learning received positive responses, with 20% of students expressing strong agreement and 50% agreeing. In contrast, the remaining students selected a neutral stance. This finding indicates that 70% of students perceive Promova as a system that facilitates independent learning, customized to each student's pace. The interview statements below support the questionnaire results:

"Promova application makes it easier for us to learn new vocabulary in English." (S3)

"It's easy to use because the application is simple and can be customized to our learning level." (S4)

"Besides at school, I study Promova for about 10 minutes at home." (S2)

"At the beginning, Promova provides simple course of lesson, so learning is gradual." (S4)

A thorough analysis of these interviews suggests that students find the Promova application an uncomplicated learning tool. The students reported a lack of feelings of being overwhelmed by the app's features. Rather, they indicated that the application was designed to suit their abilities and needs. Additionally, there is the impression that students are developing independent learning techniques, such as studying regularly at home, even if only for a relatively brief period. The material is structured gradually from basic to more advanced, encouraging students to approach the material with confidence and without feelings of intimidation. This approach fosters an optimal learning environment characterized by pleasant experiences and enjoyment.

2. Promova Helps Students Learn English with Interactive and Interesting Features

Based on the findings, the interactive features of the Promova application are identified as a significant factor contributing to the enjoyment and helpfulness of the learning experience for students of English vocabulary. The survey results indicate that 23.3% of students strongly agree and 60% agree that the games and quizzes in the application can improve their vocabulary. This suggests that more than 80% of students feel they receive significant benefits from this feature. The flashcard feature is also regarded as beneficial, with 23.3% of students expressing strong agreement and 26.7% agreeing, while 50% of others selected a neutral stance. Furthermore, 20% of students strongly agree and 43.3% agree that

the AI feedback feature in Promova assists them in vocabulary learning, indicating that 63.3% of students perceive the benefits of automatic responses during practice. The level system feature has also been shown to have a positive impact, with 26.7% of students strongly agreeing and 36.7% agreeing that the learning levels make them more interested in learning English vocabulary. While 33.3% of students expressed neutrality and only 3.3% expressed disagreement, no students strongly disagreed with this feature. Furthermore, 20% of students strongly agreed and 46.7% agreed that Promova provides a variety of vocabulary topics relevant to their learning needs.

The questionnaire findings are supported by these interview quotes:

"The features in Promova are excellent, especially the audio for learning pronunciation." (S5)

"For example, if we don't know the meaning, there's already an image. For instance, the word 'doctor' is immediately accompanied by an illustration of a doctor." (S1)

"There's a spelling game, word building, and matching words in the Promova features are interesting." (S3)

"There are levels from beginner to advanced, you just need to customized accordingly." (S4)

"We can also choose the topics we want to study." (S4)

The above interview illustrates that students directly experience the benefits of the interactive features offered by the Promova application. The application's design and appearance are appealing to students, who also believe that features such as games, animations, and a variety of topic options facilitate vocabulary comprehension and contribute to a more enjoyable and less monotonous learning experience. The integration of audio for pronunciation purposes offers valuable examples of corrected pronunciation, while visual aids facilitate the comprehension of contextual meanings. Various activities, including word matching, spelling, word building, and quizzes, contribute to a more engaging and interactive learning environment.

3. Promova Enhances Vocabulary Mastery and Learner Confidence

The study's results indicate that most students reported that utilizing the Promova application contributed to enhancing their vocabulary and fostering increased confidence in comprehending English vocabulary. Concerning the initial assertion concerning Promova's utility in enhancing students' memorization of new English vocabulary, 20% of students expressed strong agreement, 50% indicated agreement, and 30% remained neutral. This finding suggests that Promova effectively supports students' memorization of vocabulary. In addition, the statement regarding the enhancement of vocabulary following the utilization of Promova received a response from 26.6% of students who strongly agreed, 36.7% who agreed, and 36.7% who were neutral. This indicates that more than 60% of students perceived a significant enhancement in their vocabulary mastery. Thirdly, students' confidence in understanding vocabulary after using the application was measured. 30% of students strongly agreed, 40% agreed, and 30% were neutral. The findings indicate that 70% of students report increased confidence in understanding English vocabulary after utilizing Promova application. To support these findings, the following statements were taken from interviews:

"Promova helped me remember vocabulary that I had long forgotten." (S1)

"Promova helped me increase my English vocabulary." (S5)

"After using Promova, I feel more confident in comprehending vocabulary." (S4)

A thorough examination of interview statements indicates that most students reported an enhancement in their English vocabulary following the Promova application. The students

reported that the application enhanced their memory for recently forgotten words and increased their vocabulary significantly. Furthermore, a significant enhancement in the comprehension of English vocabulary has been observed. This confidence is supported by artificial intelligence (AI) feedback, which corrects pronunciation while facilitating vocabulary comprehension in the Promova application. These findings indicate that Promova successfully creates a learning environment that supports gradual vocabulary development, building confidence in understanding and using new vocabulary.

4. Promova is Increasing Students Learning Motivation

The table results indicate that a few students feel that using the Promova application increases their motivation to learn English vocabulary. With concerns regarding the implications of Promova's impact on student motivation to learn vocabulary, the data indicates that 16.7% of students strongly agree, 50% agree, and 33.3% are neutral. A survey of students revealed that 66.7% of respondents reported increased motivation when utilizing the application for learning objectives. Additionally, the statement indicating that learning English vocabulary through Promova is not boring was positively received, with 30% of students strongly agreeing, 36.7% agreeing, and 33.3% neutral. The findings indicate that nearly 70% of students believe Promova makes learning more enjoyable and less monotonous. However, regarding the final statement about the motivation to enhance vocabulary through Promova's learning tools due to their enjoyment, only 23.3% of students strongly agreed, 20% agreed, while 56.7% remained neutral. This finding suggests that while some students are motivated to continue learning because they enjoy using the app, many remain neutral about their ongoing motivation. Students statement from the interviews below support the data findings:

"More enthusiastic and motivated to learn English." (S5)

"More motivated because learning is not boring, so I want to increase my vocabulary even more." (S4)

"After learning with Promova, I want to learn English and increase my vocabulary." (S3)

Analysis of the interview excerpts above shows that Promova has a real and effective impact on increasing students' motivation to learn English vocabulary. Students stated that the learning process was more exciting, enjoyable, and not boring, encouraging them to improve their English language skills more actively, especially in enriching their vocabulary. However, the findings also indicate that student motivation levels vary, with some students remaining neutral about the long-term impact of using this application on their learning motivation. This suggests that, while Promova has the potential to boost learning enthusiasm, its use in fostering sustained motivation still requires further review in line with each student's individual needs and learning characteristics.

DISCUSSION

The findings of this study indicate that EFL students generally have a positive perception of using the Promova application to learn English vocabulary. Most students perceive Promova as a user-friendly, flexible, and interactive learning tool that fosters vocabulary comprehension and learning motivation. These findings are consistent with existing literature on Mobile-Assisted Language Learning (MALL), demonstrating that mobile technology facilitates self-directed and enjoyable learning (Nasution, 2023; Darsih & Asikin, 2020).

First, students perceive Promova as a user-friendly application that can be accessed anytime and anywhere, consistent with the MALL principle of flexibility. As indicated by the

students' responses, 90% of them agree that Promova facilitates ease of learning and flexibility. This finding aligns with the conclusions of previous research by Ningrum (2021), which highlighted that MALL facilitates learning by offering students opportunities to study outside the classroom and engage in learning activities customized to their individual interests and preferences. Furthermore, Promova has been shown to facilitate independent learning among students, as evidenced by their interview responses.

Secondly, students consider interactive features such as quizzes, games, flashcards, visual content, and AI-based feedback the most interesting aspects of using Promova. These features have been shown to facilitate vocabulary comprehension and enhance the learning experience by introducing variety and reducing monotony. These findings align with the research conducted by Arini & Suwarso (2024) and Rihana et al. (2024), which demonstrate that the implementation of gamification elements in applications such as Baamboozle and Duolingo can enhance the enjoyment of learning while strengthening the memory retention of learned vocabulary. Promova employs a comparable methodology, utilizing dynamic, visual, and engaging learning activities aligned with students' learning styles.

Thirdly, Promova facilitates the enhancement of students' vocabulary and the memorization of new words. The questionnaire results indicate that most students find it more efficient to recall vocabulary after utilizing this application. The interview data supports this finding by indicating that some students can recall vocabulary that they had previously forgotten. Promova helped students enhance their vocabulary retention by combining images and audio, allowing them to memorize new words through visual and auditory representations. According to Sutanti et al. (2025), Augmented Reality applications can effectively boost vocabulary mastery by providing visual and sound-based learning experiences. Promova offers a comparable benefit through interactive images and audio that help students remember and apply new vocabulary more easily. Similar findings were reported by Yani (2025), who found that using the Essential Vocabulary application helped students better remember vocabulary, understand the differences between word classes (nouns, adjectives, verbs), and apply them in meaningful sentences. This study also emphasized that the application's structured quizzes and visual supports increased students' motivation and satisfaction with learning vocabulary.

In addition to enhancing their vocabulary, students reported increased confidence in using English vocabulary after utilizing Promova. This finding is significant because vocabulary supports productive skills, such as speaking and writing. While not yet fully accurate, the AI-based pronunciation feedback feature allows students to self-assess and correct their pronunciation independently. Alharbi's (2022) study also demonstrated significant benefits, indicating that using the Busuu application can enhance students' confidence in speaking by facilitating the use of mobile technology-based pronunciation features.

A significant finding of the study was the increased motivation among students to learn English through Promova. A survey of students revealed that a significant majority, 66.7%, reported heightened motivation when using the application. These students attributed this increase in motivation to the application's enjoyable interface and diverse activities. This finding aligns with the conclusions of studies conducted by Zakiyah et al. (2024) and Apriliani & Suryaman (2021), demonstrating that mobile-based vocabulary applications enhance motivation and reduce learning exhaustion due to their engaging and interactive characteristics. However, it is important to note that over 50% of students remained neutral in their responses regarding long-term motivation, suggesting that Promova's motivational impact may differ among students.

In summary, Promova can be considered an application designed to assist EFL students in acquiring vocabulary. The application's design is focused on user-friendliness,

with interesting and flexible features, allowing students to learn according to their style and needs. However, to maximize the benefits of Promova, a continuous development process is necessary. This development should include adding more variety to the exercises and the improvement of the accuracy of the AI features. Future studies should aim to investigate the impact of Promova on other language skills and assess its effects on a longer timetable.

CONCLUSION

Based on the findings and discussion, it can be concluded that using the Promova application generally positively impacts EFL students' English vocabulary learning. Most students perceive Promova as user-friendly, flexible, and a tool that supports independent learning at their own pace. Furthermore, interactive features such as games, quizzes, flashcards, visual content, and AI-based feedback effectively improved vocabulary comprehension and engagement. The application enhances students' vocabulary mastery and increases their confidence in understanding English vocabulary. Additionally, most students reported that Promova increased their motivation to learn English, though some remained neutral about its long-term impact.

However, this study has several limitations that need to be considered. First, this study was only conducted in one class in one school with a limited number of respondents, so the results cannot be generalized to a wider population. Secondly, the duration of using the Promova application in this study was relatively short, only two weeks, so the long-term effects of using this application cannot be thoroughly known. On the other hand, students' answers in questionnaires and interviews are subjective and can be influenced by various things.

In terms of practical application and future research, the findings of this study suggest that Promova can be used as a complementary learning tool to support vocabulary development beyond the classroom. Teachers are encouraged to integrate Promova in a structured manner to reinforce vocabulary acquisition, especially for independent practice. Future researchers may explore the impact of Promova on other language skills such as speaking, reading, and writing. Additionally, researchers can examine the long-term effects of the application through experimental studies with larger and more diverse participant groups to evaluate its effectiveness across different learning settings.

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