

Research Article

Cite this article: Marwan, A., & Wahyudi. (2025). Examining Users' Voices of Cambridge Online Learning as A Medium for English Language Learning. *Educational Process: International Journal*, 15, e2025134. <https://doi.org/10.22521/edupij.2025.15.134>

Received February 3, 2025
Accepted March 27, 2025
Published Online April 3, 2025

Keywords: Technology, vocational university, English, learning, university students

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Examining Users' Voices of Cambridge Online Learning as A Medium for English Language Learning

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Abstract

Background/purpose. Most Indonesian vocational university students majoring in a non-English program demonstrated low English mastery due to their lack of exposure to English in their previous studies. To tackle this problem, this study aims to guide vocational university students to spend more time on independent learning using the Cambridge English online learning platform and examine their views about their experiences using this platform, particularly whether they intend to keep using it outside their formal English learning hours.

Materials/methods. The participants of this study were vocational university students majoring in electrical and informatics engineering who received English lessons once a week over 2 semesters from 6 or 8 semesters of study and two English teachers. Data were collected using semi-structured interviews and non-participant observation. A thematic analysis strategy was used as a data analysis approach.

Results. The findings revealed that the participants considered this learning platform a powerful learning tool. Students with different English proficiency levels could access it, and it contained materials for various English skills and allowed students to sustain their English learning. The platform also provided valuable information and resources for teachers that could be used to upgrade their teaching knowledge and skills.

Conclusion. Considering the positive views of using this platform to sustain English learning, this study recommends that other students facing a similar problem consider using it as their learning partner.



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1. Introduction

Internet-based technology is now widely used in higher education institutions where teaching and learning may occur in classrooms or virtually (Bušljeta Kardum & Jurić Vukelić, 2021; Ojelade et al., 2022). Resources for learning are no longer an issue these days (Lin et al., 2024; Richter & McPherson, 2012). What matters most is whether students and teachers know these resources, are interested in them, and know how to use them. Particularly for teachers, their pedagogical understanding will assist them in using technology to benefit students' learning (Marwan & Sweeney, 2010). In other words, technology may have little or no influence on learning if educators lack pedagogical awareness (Bonfiglio-Pavisich, 2018; Fawns, 2022; Marwan & Sweeney, 2010). Paudel (2020) points out that pedagogical knowledge is believed to shape teachers' decision-making processes (see also Tunnikov et al., 2020). These processes may include, for example, their knowledge about students' existing subject matter understanding, curriculum requirements, expectations, and support system availability (e.g., reliable internet connectivity).

The rapid change of technology also forces organizations or institutions whose mission is to promote the use of English worldwide to restructure and update their learning resources from mostly conventional to online (Li et al., 2023). Cambridge University Press and Assessment is an example of this kind. Its open learning resource, "Cambridgeenglish.org," provides comprehensive resources for teaching and learning, research, and assessment. Interestingly, despite the richness of information it has for facilitating English teaching and learning, there is little information about studies that look into the influences of this platform on student learning. More particularly, research is absent within English programs at Technical and Vocational Education and Training (TVET) in a non-English speaking environment.

This study could only note one Cambridge University Press and Assessment product used quite frequently as an object for research: the Cambridge online dictionary. For example, Ambarwati and Mandasari (2020) conducted a study researching the influence of the online Cambridge dictionary on students' pronunciation and vocabulary mastery. Through this research, she managed to record the positive influences of the Cambridge online dictionary on these skills. "Online dictionaries are believed to have a great potential to accommodate multimodal meaning representations (speech, sound, written text, images or videos)" (Dziemianko, 2022, p. 221)

Even though it is argued to be a powerful learning tool, the present study does not exclusively analyze the use of the Cambridge online dictionary. Instead, it sees it as a possible teaching and learning tool like other resources in this open learning platform. Against this background, the current study seeks to fill in this research gap by examining how resources available in the Cambridge open learning platform influence students' learning.

This research also aims to solve a long-standing problem faced by students of a higher vocational institution in Indonesia. This is primarily related to the lack of time allocated for English subjects, contributing to their lack of exposure to English. After being exposed to this learning platform, it is expected that they could sustain their learning despite the absence of English subjects in their remaining study semesters. More importantly, it is highly expected that they could achieve their desired English proficiency level. In short, this study sought to answer the following research question:

- How do students and teachers perceive their experiences using Cambridge's online English learning platform for English language learning?

2. Literature Review

2.1. English for University Graduates

Educators and researchers worldwide have reached a consensus regarding the need for university students to excel in foreign languages and their excellent performance in their field of study (Andayani, 2022). Research conducted by Sung et al. (2006) and Yılmaz (2012) highlights the importance of foreign language education in fostering critical thinking, cognitive growth, and improved academic performance. Thi Tuyet Nhung (2019) also emphasizes the importance of strong English reading skills for university students worldwide. Arrahma et al. (2022) point out that English proficiency is an asset for university students as it enables them to become global citizens and expand their knowledge gain. Despite this, the results of their study looking into students' awareness of English have shown a negative trend in their English learning efforts. Lack of motivation and self-confidence are found to be significant problems. Thus, collective effort from related parties (e.g., teacher and student) is necessary to tackle the matter.

Andayani (2022) sees English skills as no longer an option for university students seeking suitable employment upon graduation. In today's job market, employability is increasingly linked to university students' proficiency in English. Research by Ting et al. (2017), Rosida & Sujannah (2023), and Fernando et al. (2023) underscores the significance of English proficiency and communication skills in improving employability prospects. Employers globally prioritize candidates with strong English skills, as this proficiency is often essential for securing higher-quality jobs with better salaries and benefits, both locally and internationally (Fernando et al., 2023; Ramalingam & Islam, 2024). Additionally, studies by Ali et al. (2022) stress that English has become a key competency for careers in international organizations, further highlighting its importance in the global workforce. Effective English communication is critical for job applications, career growth, and success in the private sector (Ali et al., 2022; Rosida & Sujannah, 2023).

In the context of Asia, “studies on English and graduate employability indicate that university students are well aware of the importance of English” for “employment as it is a lingua franca of international business communication” (Rido, 2020, p. 6). Despite this awareness and putting it within the context of Indonesia as well as after learning from the information obtained from nearly 480 companies, it could be understood that the English proficiency of Indonesian university graduates was far lower than other skills, such as information and technology as well as technical skills (Rido, 2020). Thus, awareness of the importance of English alone is insufficient to make university students excel in English. Other contributing internal factors, such as students' attitudes or motivation towards English, and external factors, including support from university leadership and teachers, are also crucial in better shaping students' successful learning models (Anisa & Arifmiboy, 2021).

2.2. Internet-Based Teaching and Learning Resources

Today's education is facing an even more significant challenge due to the presence of technology. Internet-based technology can provide teachers and students with many resources to enhance their teaching and learning. With the rapid advancements in information technology and innovations in educational paradigms, online learning in higher education has become a vital component of modern education systems (Liu et al., 2024). The digitization of educational resources serves as the foundation of online education, with online courseware being the core element of these resources (Zhang, 2023). The role of educational technology in teaching has gained even greater significance today due to the integration of information and communication technologies (Stošić, 2015). In the current era of international integration, the expansion of IT networks has facilitated enhancing and optimizing education and teaching practices (Xu, 2022).

However, if not handled with reasonable care, its presence might produce unproductive results (Marwan & Sweeney, 2010). In this regard, teachers and students need to agree on the purpose of technology integration in the classroom, which has to be done before the start of the first lesson. If technology is to be used exclusively throughout the semester program, teachers must ensure that each student has access to this type of technology. More importantly, teachers must have a sound pedagogical understanding of how the technological instruments they use will positively impact students' learning. Such an understanding also includes making students aware of the importance of technology integration in their classrooms.

The technology integration literature clearly identifies the notion that the presence of technology alone will not impact teaching and learning. Nearly all researchers believe that teachers, on the one hand, play a crucial role in this program (Williams & Barlex, 2020). In short, their understanding of pedagogy is the key to successful technology integration in the classrooms. On the other hand, students should become constructive learners who engage and interact actively with technological applications of their preference to optimize their learning and knowledge construction. Constructive learning theory suggests that "in order for a student to construct his knowledge, active participation in the learning process is required in order for him to acquire experience. Critical thinking, analytical thinking, and comprehensive thinking" are all the attributes they need to demonstrate (Hermanto & Jayana, 2024, p. 24)

As directed by the relevant literature, in the present study, I also agree with the above notion and thus strived to ensure that the type of technology and activities employed through the action research process would benefit the students. Besides that, I also worked closely with students during this technology (e.g., Cambridge.org platform) integration program.

3. Methodology

3.1. Research Design

Phenomenology is used as the design of this research. According to Alhazmi and Kaufmann (2022, p. 1), "The qualitative method of phenomenology provides a theoretical tool for educational research as it allows researchers to engage in flexible activities that can describe and help to understand complex phenomena, such as students' learning experiences in various educational contexts," including their experiences using online learning platforms.

3.2. Participants

This study involved two classes of three-year program students majoring in information technology (IT) and electrical engineering (EE) from a vocational university in Indonesia. Each class consisted of 20 people, ages 18 to 22, and 40% of them were females. The student participants were purposively selected for two main criteria. First, their teacher taught them using the Cambridge open learning platform during their English lessons before the investigation or interview activity. Second, they only study English at their university for two semesters (first and second semester) out of their three-year program. This criterion is considered since one of the objectives of this research is to find out if the students are still willing and committed to sustaining their English learning with this open learning platform after their two semesters of English study as stipulated in the curriculum have ended.

Two English teachers (male and female) were also invited to participate in this study to hear their experiences teaching English with Cambridge English's open learning platform. Their voices would enrich the information concerning how this learning tool could facilitate and influence students' learning. Close coordination with them was undertaken before the even semester of the 2024 academic year regarding the teaching plan incorporating the Cambridge learning platform. In short,

they agreed to participate in this study by incorporating the Cambridge learning platform into their classroom.

All the participants were informed of the research purposes before voluntarily agreeing to participate in this study. They were also ensured that their credentials would not be disclosed at any stage of the research.

3.3. Data Collection Instruments

This study used a semi-structured interview as the primary data collection instrument. It is argued to be “one of the most common ways and recognized forms of qualitative research methods” as it enables the researcher to gain deep information and understanding regarding the phenomenon under investigation (Ruslin et al., 2022, p. 24). Furthermore, this type of interview is also used as it allows “the researcher to utilize follow-up questions, probes, and comments to facilitate in-depth investigation” (Anggoro & Nurmala, 2024, p. 1072). This research involved interviews with some student participants and individual interviews with the English teacher. All the interview activities were carried out after the 12 weeks of the English learning program with the Cambridge learning platform had ended. Each interview lasted 45 – 60 minutes and took place at a convenient location for the participants. The interview questions were validated by a fellow English lecturer before being used to collect the data.

Additionally, this study incorporated observation as another means of data collection. Non-participant observation was used to understand teacher and student experiences in teaching and learning with Cambridge's open learning platform. The observation was written in free form, highlighting important phenomena that emerged during the investigation.

3.4. Data Analysis Strategy

This research's data was analyzed using a thematic analysis approach. This strategy allows the researcher to identify and present emerging themes from interview and observation data (Sovacool et al., 2023). Firstly, the data was read thoroughly to analyze the participants’ responses and during this process, categories were developed to group similar responses. Then, further categorization was carried out to create themes. As a result, the following themes were generated: accessible by users with different English proficiency, coverage of various English skills, opportunity for sustaining English learning, a snapshot into teachers’ pedagogical practices, and professional development program for teachers.

4. Results

4.1. Accessible by Users with Different English Proficiency

The participants highlighted one of the most important features of the Cambridge English learning platform, which enabled them to learn English according to their English proficiency level. With this feature, they could identify materials that suited them well, as the developer had classified the resources according to the Common European Framework of Reference for Languages (CEFR). Initially, they had no idea what each CEFR classification referred to. However, now they understand the framework well after getting some explanations from their English teacher.

I realize I have a low level of English proficiency. My teacher recommends that I only access learning materials labeled A1 or A2, discouraging me from using B1, B2, C1, and C2 materials (student 1).

Compared to similar online English learning websites, the Cambridge English platform is more informative and user-friendly because it allows us to access materials suitable for our level (student 4).

Most of us had no knowledge of CEFR levels before attending this semester's English class, but our teacher provided us with this valuable information (student 5).

The English teachers saw providing various levels of English learning resources in the Cambridge open learning platform as a brilliant strategy. It allowed students to frequently monitor their learning progress and adjust their learning materials accordingly. Teachers could also benefit from this CEFR feature to group their students in the classroom. This grouping strategy enabled them to ensure that all students could maximize their learning efforts using appropriate materials. They also argued that this learning platform contained some assessment tools enabling users to assess their English mastery and learning progress independently.

I am pretty amazed at the availability of English learning resources that students with different English mastery levels can access. More importantly, I can group my learners according to their proficiency level (ET1).

I also encourage my students to regularly check their learning progress by taking the online test on the Cambridge platform. Knowing their progress lets them decide when to access higher learning materials gradually (ET2).

4.2. Coverage of Various English Skills

The participants argued about whether Cambridge's open learning platform should be considered one of the leading learning partners for students. Its feature allowed users to study English by their proficiency level and contained materials covering nearly all English skills, including grammar, listening, pronunciation, reading, vocabulary, speaking, and writing. Users could opt for materials that would help improve skills they were not good at. Switching from one skill to another could be done with ease. Three participants pointed out that the availability of these various skills features supported with interesting learning materials would simplify their efforts to engage actively and intensely with English. Interestingly, during the interview, one of these participants questioned whether the platform developer would frequently add new learning materials for each skill. Having regularly updated materials or topics was essential as it enabled them to experience interesting and meaningful learning. Also, repeating the same materials too often might cause their learning to become less challenging.

This online learning platform allows me to select materials related to a particular skill easily. The comprehensive website allows users to learn various English skills anytime (student 2).

My listening and speaking skills are still problematic and require extra effort to improve significantly. This Cambridge learning platform is handy for facilitating my learning as it provides a wide range of material selections for all English skills (student 3)

As for now, in addition to learning English through this website once a week in the classroom, I also use it for my independent learning, particularly for improving my reading and writing skills for an hour weekly. So far, I have no problem with the materials currently available by the website administrator. If I wish to use it more often, will I repeat the same material all over again? I highly expect my learning will constantly be engaging with new learning materials (student 6).

The English teachers also agreed with their students that the Cambridge English learning platform was resourceful as it contained a wide range of materials for various English skills and competencies. They did not have to switch to other learning platforms should they were going to teach different English skills. They could stick with this resourceful learning tool. After using this website for their once-a-week English class for the past three months, they had no issue with the shortage of topics or materials. However, they could also understand if students were concerned about this, as they would likely use this platform for their learning more frequently. One of the teachers noted that the majority of his students became much more motivated to learn and improve their English through independent learning after being informed of the benefits they would gain if

they had excellent skills upon their university graduation, such as scholarship opportunities for studying abroad and the possibility of being hired by multinational industries.

This Cambridge platform is really good as it could cater to students' learning needs by using materials or topics appropriate for specific skills and proficiency. I told my class about some people who could get a good job with international companies and win a scholarship for studying overseas mainly due to their excellent English mastery. Thus, I encourage my students to learn English in their free time to excel by graduation (ET1).

I can use materials from this Cambridge platform to cover a wide range of English skills, and I do not need to refer to other online websites. In other words, this website would be great for a semester English program with a class schedule that takes place once a week. However, if we access the platform more often, like a couple of times a week, we might repeat the same topics too often (ET2).

4.3. Opportunity for Sustaining English Learning

The findings suggest the likelihood of the student participants to sustain their use of the Cambridge English learning platform beyond their only two semesters of English study from six semesters of the education program. The following excerpts are the responses from some participants during the interview.

I just realized that English skills are a must-passed competency today as they could help determine our future careers. I will keep on learning and allocate more of my time to English. Indeed, the Cambridge English website will always be one of my primary learning partners (student 2).

As my teacher suggested, two semesters with only once-a-week meetings lasting less than three hours for English study will not significantly influence our English progress. Thus, I am committed to spending more time on self-study using the Cambridge platform (student 4).

Now that I know how to use this platform to learn English, I certainly will use it even when I no longer have English classes in my IT studies (student 5).

This Cambridge website is excellent; I have no reason to stop using it. I also want to be proficient in this international language (student 6).

My teacher's motivational words have changed how I look at English. I will continue my English study despite the absence of English schedules in the remaining semesters (student 7).

As can be viewed in excerpts (student 6) to (student 7), the participants expressed their commitment to sustaining their English learning by incorporating the Cambridge English open learning platform despite no further English schedules being available for the rest of their study semesters. Issues including insufficient time allocation for English throughout their diploma study duration, the significance of English competency for their future work, words of motivation from their teachers, and familiarity with the Cambridge platform were argued to be contributing factors to their ongoing learning commitment.

The English teachers saw the importance of sustaining English learning after completing two semesters of English study as stipulated in the curriculum of a three-year diploma program at this vocational university as a crucial factor determining students' success in their English. Interestingly, they doubted if many of their students could do this extra learning endeavor since they should also do all the tasks instructed by other lecturers of other subjects and perform well in their field of specialization, in this case, information technology and electrical engineering. Not only did this vocational university provide theoretical subjects to its students, but it also offered practical classes. The weight of practical activities was greater than that of theoretical ones. Only exceptional students with strong motivation and clear English achievement targets, for example, attaining a score of 6.0 in IELTS by graduation, could sustain their English learning beyond their official English semesters.

I am hopeful that my students will spend extra learning hours in their own time practicing English because the current lesson time allocation makes it difficult for them to achieve English at the professional level (ET1).

Achieving a good score in IELTS equal to or higher than 6.0 by the time of graduation is almost unlikely if students rely only on their current classroom learning. They have to be highly motivated and diligent learners. I am unsure if many of them could sustain their knowledge in the semesters where English is not taught. This is the case because they also commit to other subjects, mainly since the program at this university is dominated by practical activities (ET2).

4.4. A Snapshot into Teachers' Pedagogical Practices

Notes from non-participant observations revealed some good and undesirable pedagogical practices happening during the teaching and learning activities with this Cambridge learning platform. Overall, the activities that could be considered pedagogically sound are the ones that could lead students to experience meaningful learning. The following are examples of such learning activities:

In an email writing activity, information technology (IT) students were instructed to write an email to a friend using the informal language and the language of health. Using the Cambridge online platform material, the teacher began the activity with some fill-in-the-gap exercises, and students were required to identify the answer. Feedback was provided right after each question. Before commenting, the teacher invited students to explain their answers and why. The activity concluded with the students' activity, which was writing an email to one of their classmates. The class was full of joy, and all students could learn how to write an email to a friend using informal language (observation note 1).

Assigning students with learning activities suitable to their level of English was also regularly noted in several meetings. Again, the IT students' teacher showed this sort of practice. While her teaching focused on levels A1 and A2 since most students fell into this category, a small number of B1 and B2 students also had a chance to experience learning according to their level. This kind of practice was frequently conducted when teaching reading skills to her students. When grouping students, she usually instructed B2 learners to join their A1 and A2 friends and encouraged them to undergo peer-to-peer learning (observation note 2).

Ensuring all learners had the same chance to learn English was also well spotted in the classrooms. Both teachers could practice this pedagogical activity well. One example is when they invited students to ask and answer questions and express their opinions about the topic discussed in class. They always tried to make all students participate actively in the teaching and learning activities (observation note 3).

IT students' teachers commonly practiced ice-breaking activities. They used online quizzes and games to motivate students before entering the main learning activities (observation note 4)

Evidence from observations also highlighted some teaching practices that could have been done better by the English teachers. Not only did these practices hinder students from experiencing meaningful learning, but they could also scrutinize the primary mission of this study (i.e., assisting students in sustaining their English learning endeavors). Some activities of this kind are as follows:

In most of his teaching activities, the teacher of electrical engineering students tended to use the Indonesian language instead of English in classroom instruction (observation note 5).

Both teachers focused their teaching activities mostly on two skills, namely reading and speaking. Writing materials were rarely considered, and listening and other micro-skills such as grammar, pronunciation, and vocabulary were not even on their agenda despite the availability of these resources on the platform (observation note 6).

Both teachers frequently reminded students to access the Cambridge learning platform outside the lesson time.

However, one teacher rarely questioned and reviewed his students' independent learning activities. Thus, it was challenging to say whether his students performed their independent learning and whether they had done it effectively (observation note 7).

4.5. Professional Development Program for Teachers

The interview data highlighted some excitement from the English teachers regarding the excellent learning opportunities they would gain from accessing the Cambridge learning platform. They initially thought the website would only provide them and their students with teaching and learning resources. However, after going through it, they found they were also valuable resources for enhancing their professionalism as English teachers. One teacher, for example, showed her enthusiasm about English language teaching and learning webinars hosted by Cambridge University since she could update her teaching knowledge and skills through such webinars. She was interested in using AI for English teaching and would undoubtedly join the AI webinar in October this year. She also appreciated the website designer making webinar recordings available for those who missed the sessions.

Another English teacher showed interest in participating in the English teacher certification programs organized by Cambridge University and was trying to get funding from external bodies to finance his participation in one of such professional development programs. He was confident that this professional development activity would improve his teaching competence.

As the English teacher for IT engineering students, I am so grateful that I can now participate in webinars presenting and discussing recent updates related to English language teaching and learning. For instance, in the coming October, there will be a webinar about using Artificial Intelligence (AI) to facilitate English teachers' teaching approaches, including finding practical solutions for everyday problems they face in the classrooms. I will certainly join it. What makes this website even more interesting is that it provides YouTube links that can be accessed by individuals who missed the previous webinar programs. This website will be one of the best choices for my professional development (ET1).

Besides the webinars, the website also provided helpful information for us as English teachers seeking to advance their English teaching knowledge and skills through teacher training certification programs. Such programs include a Certificate in English Language Teaching to Adults (CELTA), a Diploma in English Language Teaching to Adults (DELTA), and a Teaching Knowledge Test (TKT). All these teacher training programs are provided for teachers by the University of Cambridge. I am looking for a sponsorship to participate in one of these excellent professional development programs. I seek to advance my teaching skills through one of these teacher training courses (ET2).

5. Discussion

Overall, participants of this study expressed their satisfaction with their experience using this Cambridge online learning platform. More importantly, they showed interest and commitment to using it for their future independent learning outside their official English lesson time at the university. This fact is of particular significance since it indicates how this platform could open up a vast opportunity for students of this particular university and others to graduate with good English proficiency. In short, their English learning success is unlikely to be achieved from their only once-a-week study over a two-semester period without being complimented with their continuous independent learning.

The feature of this online platform enabling students to select learning resources appropriate to their English proficiency level and learning needs (e.g., grammar, speaking, writing, etc.) is particularly helpful for them and one reason they would recommend others to use this learning platform is because of the provision of this unique feature. It is essential that students only select online learning

resources that are in line with their learning needs and styles, as recent research has observed its relationship with desirable learning outcomes (Ali et al., 2019; El-Sabagh, 2021). El-Sabagh specifically emphasized this by arguing that students should adapt their learning according to their learning needs and styles because it can impact their achievement and level of engagement (See also Ali et al., 2019; Liu et al., 2024)

The findings of this study also clearly observed the influence of teachers' pedagogical knowledge and understanding on their effective use of the Cambridge English learning platform. The pedagogically sound teacher could utilize this technological tool more effectively than her counterpart who lacked this knowledge. This interesting phenomenon, once again, explains how teachers' pedagogical knowledge becomes a determinant factor in their successful use of technology for enhancing students' English learning and confirms a similar problem identified in previous research (Fawns, 2022; Marwan & Sweeney, 2010, 2019). In short, no matter how powerful a technological tool is, it will have little impact on students' learning if teachers are not properly and adequately trained on integrating it into teaching and learning.

Additionally, this study highlighted the English teachers' concern regarding their need to upgrade their knowledge and competency related to teaching and learning. This Cambridge open learning platform is particularly unique. It differs from many of its kind as it contains resources for teaching and learning and information and resources for teachers' professional development activities. A series of webinars has been viewed as very useful and resourceful. This notion emphasizes the importance of providing professional development programs for in-service teachers, especially in educational institutions currently undergoing the process of technological reform. In essence, teachers must be continuously supported to update their teaching knowledge and technical skills to effectively integrate technology into teaching and learning (Marwan & Sweeney, 2019).

6. Conclusion

The results of this study show a promising path for students currently disadvantaged by their study program's English curriculum, which most likely prevents them from acquiring a desirable level of English upon graduation. Cambridge English's online learning platform provides students with learning resources, enabling them to learn English independently according to their learning needs and preferences on their own time. However, as the results indicate, whether or not they will sustain their English learning beyond their two semesters of English study depends so much on their motivation and commitment to English.

The study also highlights the need for English teachers to continuously upgrade their pedagogical knowledge and skills to utilize the Cambridge learning platform and other resources in ways that could optimize students' English learning. The data show that this online learning resource, despite its excellent features, would not contribute significantly to students' learning progress if teachers were not pedagogically competent. Therefore, providing relevant professional development for teachers is necessary to ensure that they can deliver effective teaching activities using this online learning platform.

This study has several limitations. The use of interviews and non-participant observation as its means for data collection and the involvement of only a few participants make its findings cannot be generalized. Additionally, information or data collected from these specific participants, in this case, two classes of information technology and electrical engineering participants from a vocational university in Indonesia, may not adequately represent students or individuals from different schools or universities. Therefore, future research can be directed towards large-scale research using quantitative or survey research design and involving many participants. Future studies can also be done to look into students' learning progress and achievement before and after using this online learning platform within a certain period.

Declarations

Author Contributions. A.M.: Conceptualization, methodology, project administration, and funding acquisition. W.W.: literature review and editing. A.M., W.W.: article draft preparation. All authors have read and approved the published on the final version of the article)

Conflicts of Interest. The authors declare no conflict of interest.

Funding. Internal research grant from Politeknik Negeri Pontianak, Indonesia.

Data Availability Statement. The data of this research is confidential.

Acknowledgments. The authors would like to thank Politeknik Negeri Pontianak for making this research possible through its research grant.

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