Benefits and Challenges of Assisted Technology in Developing English Email Writing Skills among Adult Learners in the Logistics Profession

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Abstract

The purposes of this study are: 1) to examine the adult learners' satisfaction on the assisted technology for developing English email writing skills of logistics professionals, and 2) to find out the benefits and challenges of the assisted technology for developing English email writing skills of logistics professionals. The research instruments consist of the online email writing course and a 5-Likert scale evaluation forms regarding the learners' satisfaction on the learning tools and open-ended questions about benefits and challenges after using the learning tools. The 4-week online email writing course comprises a two-hour live conference via Zoom and 30-minute video-on-demand clip for each week. The on-demand video clips and recorded live conference serve as a pre-live classroom session overview and post-class review. The lessons focusing on replying to inquiry emails cover the topics of providing important information, requesting politely, informing about attachment, and closing appropriately. The participants, who voluntarily attended, are 60 full-time employees from one internationally renowned logistics company. Before designing the course, a needs analysis was carried out to identify the preferred time, duration, and subjects for study. The findings indicated that the participants had favorable views of the online lessons and appreciated the technology-supported learning activities. Each tool used in the learning process fulfilled its intended purpose and helped to boost the learner's motivation to engage in the learning process; however, some challenges were also discussed in the study.

Keywords: Adults learners, Assisted educational technology, English for specific purposes, Logistics profession, Writing skill

I. INTRODUCTION

The main missions of Thai educational institutes and universities involve qualifying education to learners, conducting research, preserving arts and culture, as well as providing academic services to the society where they are allowed to pass on the knowledge to improve people's lives. Suan Sunandha Rajabhat University, therefore, encourages every faculty and program to connect with society through both government and business sectors.

For example, the Business English (BE) program under the Faculty of Humanities and Social Sciences follows this policy, gaining connections through alumni and current learners. Every year all fourth year BE learners are required to attend 450-hour-job training in any workplaces which can be divided into different groups: government office, state enterprise, private company, tourism business, airline business, hotel, and logistic business, etc. In other words, this is also a great opportunity for the program to engage with other stakeholders to network in different companies when observing learners' internship. Many suggestions are made by several organizations about the preferable qualifications of graduates that the program can help shape the learners for their future careers and requests for collaboration in improving English language skills of their staff.

Logistics is one of the most competitive business areas. It is getting larger, especially after the spread of COVID-19 because people around the world are temporarily quarantined and locked down for safety reasons. However, the product demand remains, which affects the increasing demand for transportation and delivery logistics. Employment in this field is therefore competitive. Consequently, employees need to improve themselves to stay in the business. For example, some logistics companies provide English language training courses for their employees, while take courses on their own and submit the results. This language training may involve their performance evaluation, getting promotion, receiving award, depending on their company policies.

In this study, the Business English Program worked with an international logistics company that organized an English course to reskill the company's employees, according to their company policy. In addition to designing an ESP course, needs analysis was conducted to identify the needs of the potential learners as well as their managers from 8 company departments. The survey included the preferable length and time of the course, the content, and the required skills that need to be developed. The results obtained from both staff and managers showed that English email writing skills were the most required to be reskilled, particularly the responses to customers' inquiries, followed by speaking skills and English grammar reviews. Due to the condition of full-time employment of the learners and the different working hours, it was agreed to arrange a short online course every Sunday morning for 4 weeks. In addition, it has also been the impact of COVID-19 that has spread around the world, changing the way we used to live, including teaching and learning. Therefore, this course was developed to give lessons through Zoom online platform.

Nunpaporn Durongbhandhu and Danuchawat Suwanasilp (2023) suggested applying Computer-assisted English Language Learning (CALL) with Task-Based Language Teaching (TBLT) to an English for Specific Purposes (ESP) course to improve EFL Thai learners' language knowledge and found the significant increase of vocabulary knowledge. This confirms the usefulness of teaching with technologies and multimedia to improve the learners' language abilities Saowakhon Khunnawut (2008) proposed 3 advantages and strength of CALL which are 1) capability to measure and record, 2) the building and use of authentic database such as concordances, and 3) the opportunity to interactively practice the

language with other learners and teachers in synchronous and asynchronous means of communication.

For language teaching via online platforms, several learning tools are recommended. Each tool has its own unique characteristics, benefits, and language learning challenges. The choice of learning tool is also a challenging task for teachers, especially for online platforms due to the lack of face-to-face contact like in the traditional classroom. This study, therefore, could provide guidelines for choosing learning tools for teaching online language courses focusing on developing writing skills for adult learners.

II. LITERATURE REVIEW

A. Adult Learners

This study focused on adult learners who worked in one of the international logistic companies. Previous studies showed the characteristics of adult learners. For example, Hapçi (2017) explained that adult learners were different from young learners because of their life and work experience. These made their learning pace and style mature. They wanted to use their background knowledge for situations and problems they encountered. In addition, they were willing to learn specific knowledge that they thought they would have chances to use. As a course developer, it was required to be concerned about not only adult learners' background experience, but also the reasons that had driven them to enroll in a course so that they could attend the class and achieve their learning goals.

Souri and Merç (2021) studied the motivation of 40 adult learners in Turkey to enroll in a language school and found that 80% of the reasons were to get a job, while the other or 40% was to have a high salary. Some other reasons were related to academic and personal reasons. The investigation by Vanslambrouck, Zhu, Tondeur, Philipsen, and Lombaerts (2016) also

added that the majority of adult learners enroll to keep their current job, have another job option, or because they are looking for a new job. In addition to designing a course for adult learners, Diep et al. (2019) pointed out that the adult learners' needs should be identified so that they could achieve their learning throughout their learning process.

Another worrying factor was that adult learners were responsible for many roles; therefore, the challenges in designing a course were work commitment, work transition, family commitment, adjustment to study, and other commitments such as commitment to friends. As a result, adult learners have not been able to attend the traditional classroom, which is full time and on campus (Bok, 2021). In order to achieve all these goals, a specific course needs to be developed with all the concerns as mentioned in the previous studies.

B. English for Specific Purposes

English for Specific Purposes (ESP) is the answer when Dudley-Evans (as cited in Anthony, 1998) defined ESP with three absolute characteristics: 1) meeting learners' needs 2) using underlying methodology and activities by the discipline it serves 3) focusing on the language appropriate for the activities related to grammar, lexis, register, study skills, discourse and genre. For instance, Arani (2014) explored opinions of medical learners toward EMP- English for medical purposes, as well as developed a competency-based blended learning EMP course module. The learners' attitudes toward the course were positive. In other words, the results of the study indicated that adopting technology into the classroom could enhance the effectiveness in learning English.

In logistics, English is an important medium of communication between colleagues, customers, business partners, etc. It is undeniable that proper English or

polite English are more acceptable in formal contexts. In other words, using the appropriate language in the right context shows the professionalism of the speakers. Phurinat Thirasisombat (2021) reported that Thai employees who work in a logistic company believed that being able to write in English is one of the most crucial abilities needed in today's workplace and that having strong English writing abilities for business emails can lead to better career opportunities. They also felt that being able to write English well for business emails is crucial for their job. However, they found that vocabulary and English grammar are the major obstacles for their e-mail writing. This aligns with the findings of Wirithipa Kepnil (2020), who identified organization and format, grammar, and word choice as the three primary challenges faced by Thai employees in the logistics industry when composing English emails. They preferred internal training or self-study to improve their email writing abilities. For this reason, English courses for the professional development are the key. An ESP course, therefore, serves their needs.

These previous studies focused on factors that need to be considered when designing a course for adult learners, namely adult learner characteristics, life and work experience, time commitment, their motivation and needs. The course developers should also apply technology and learning tools in the classroom, especially in the English language classroom through an online platform.

This study then aims to provide a guideline for assisting ESP course developers by emphasizing on the adult learners' satisfaction on the learning tools, websites or web-based applications to improve English skills for e-mail writing, including their benefits and challenges.

II. OBJECTIVE

1) to examine the adult learners' satisfaction on the assisted technology for developing English email writing skills of logistics professionals

2) to examine the benefits and challenges of the assisted technology for developing English email writing skills.

III. METHODS

The participants in this study, who were willing to take the course recommended by the company's human resource department as an alternative course to improve their English, were 60 full-time employees working for one internationally renowned logistics company. English was used as an internal and external communication. The participants had never attended the English training course with integrated educational technology.

The research instruments used in this study were: 1) an ESP course designed regarding responses to inquiry email writing, and 2) an evaluation form. The evaluation form was designed to be used for all 4 lessons and distributed each time after completion of each lesson. This evaluation form consists of two parts. The first part is a 5-Likert scale with 3 items regarding the learners' satisfaction on the assisted technology: learning tools. Weighted averages were calculated from Very satisfied= 5, Satisfied = 4, Neutral = 3, Dissatisfied = 2 to Very dissatisfied = 1. The second one consists of three open-ended questions. The research tools were validated by three experts.

The course offered two-hour face-to-face teaching via video conference program, 30-minutes video on demand, and after class evaluation, as shown in Figure 1.
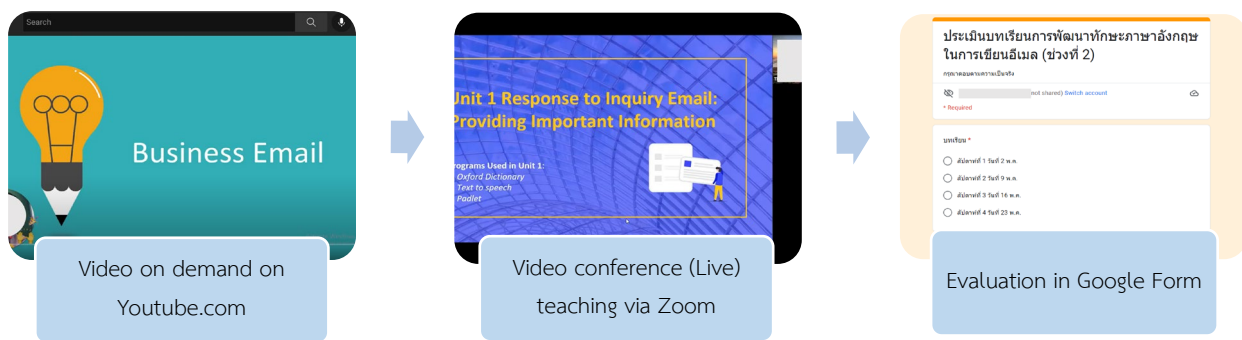
Figure 1: Learning Sequence in each lesson

For the video on demand, the lecturer was assigned to pre-record some key tips and points of interest to consider when composing emails, as shown in Table 1, and upload them on www.youtube.com. The participants, later, received the links to watch the video clips before each class.

In addition to the live teaching sessions, they were delivered and recorded via Zoom, the video conferencing platform. The recorded classroom sessions were later uploaded for participants to view as a review on www.youtube.com. Each lesson used the same lesson sequence. First, the lecturer explained new vocabulary before reading the examples of emails, followed by exercises. After that, the language focus of the lesson was introduced with some sample sentences that were useful for the next exercises or homework. These were the sequences of each live teaching session. After the first week, the feedback on the homework from the previous week was quickly given by the lecturer as an introductory lecture before the start of the new lesson. In addition, some exercises were reported back during the lesson.

After each online class, there was an evaluation which was generated in Google Form to examine the participants' satisfaction and attitudes towards the assisted technology assisted in all classes. The evaluation forms were in Thai for better understanding, and the participants were asked to respond either in Thai or English.

The communication between participants and lecturer, including researchers occurred via Line group and a private Facebook group. These communication applications were selected due to the participants' familiarity and convenience. All of the worksheets, presentation files, video clips, including both on-demand and live teaching sessions, as well as other useful tools and websites, were posted in these two types of communication groups, to which participants were invited to join.

The content of this course focused on responses to inquiry emails from logistics professionals, which are 4 on-demand videos as shown in Table 2 and the 4-week live teaching sessions on Sundays in May 2021. Table 3 shows the covering topics. The examples of these inquiry emails mostly come from the authentic data of the participating company.

Table 1: Lists of assisted technologies and their purposes

No.	Technology integrated	Purposes
1.	YouTube	Video on demand
2.	Zoom	Video conference (Live teaching sessions)
3.	1. PowerPoint Presentation 2. Padlet (https://padlet.com) 3. Text to Speech (https://ttsreader.com) 4 Speech to text (https://speech-to-textdemo.ng.bluemix.net/) 5. Jamboard (https://jamboard.google.com/) 6. Sentences examples (https://bab.la/) 7. Oxford Online dictionary (https://www.oxfordlearnersdictionaries.com)	Learning tools
4.	Google Form	Evaluation
5.	Line Group, Facebook	Communication

Table 2: The contents of the response to inquiry email English writing course (video on demand)

Week	Contents	Time	Technology integrated
1	Formal email structures	30 minutes	- PowerPoint presentation - video clips on www.youtube.com
2	Components of email structure: giving subject line, traditional way of addressing and closing	30 minutes.	
3	Punctuation marks and linking words	30 minutes	
4	Politeness in English Professionalism	30 minutes	

Table 3: The contents of the response to inquiry email English writing course (two-hour live teaching sessions)

Week	Contents	Technology integrated	Activities	Time
1	Providing important information	1. Oxford online dictionary (https://www.oxfordlearnersdictionaries.com) 2. Text to speech (https://ttsreader.com)	Reading the examples of the inquiry email	2 hours
		3. Padlet (https://padlet.com)	Rearranging the email using formal language	
2	Requesting politely	1.Oxford online dictionary (https://www.oxfordlearnersdictionaries.com) 2. Text to speech (https://ttsreader.com)	Reading the examples of the inquiry emails	2 hours
		3.Jamboard (https://jamboard.google.com/)	Rearrange the email	
		4. Padlet (https://padlet.com)	Write an email in reply to the given situation	
3	Informing about attachment	1. Speech to text (https://speech-to-text-demo.ng.bluemix.net/)	Recording the pronunciation of new vocabularies and sentences	2 hours
		2. Padlet (https://padlet.com)	Suggesting formal sentences	
		3. Jamboard (https://jamboard.google.com/)	Rearrange the email	
		4. Sentences examples (https://bab.la/)	Introducing useful vocabularies	
4	Closing appropriately	1. Jamboard (https://jamboard.google.com/)	Rearrange the email	2 hours
		2. Sentences examples (https://bab.la/)	Introducing useful vocabularies	

According to Table 2, the contents of each video on demand are related to the topics of the live teaching sessions (Table 3) because they function as an overview or a review of the lessons. These contents were presented, recorded, and uploaded on www.youtube .com by the lecturer. The links of the videos were posted in Facebook private group and Line group prior to each live teaching lesson.

Participants had opportunities to simultaneously participate in all activities during these live teaching sessions. In these circumstances, participants who missed the live teaching sessions would be able to watch them online via www.youtube.com.

Several assisted technologies were integrated into the course for several purposes. In this study, the learning tools were focused on analysis.

In each live class, at least two learning tools were applied to the lessons. Here are the lists of learning tools and their purposes.

1) PowerPoint presentation: This program was used as a main presentation tool to illustrate the contents taken from a regular worksheet, learning sequences, etc.

2) Padlet (https://padlet.com): This tool enables participants to share ideas or write short answers to questions in real time. This way, participants could see everyone's answers and the teacher can give immediate feedback.

3) Text to Speech (https://ttsreader.com): This tool is useful for participants to convert normal texts into audio ones. For instance, some sample inquiry emails can turn into listening exercises. This tool was added to the course, according to the needs analysis results conducted prior to the course design, to serve the demand of improving English listening skills. Participants can spend their time practicing listening skills by themselves.

4) Speech to Text (https://speech-to-text-demo.ng. bluemix.net): Apart from writing skills and grammar reviews, some participants need assistance with their English-speaking skills. This tool was selected to help the participants improve their speaking skills by themselves with feedback. Participants can record their own voice and transcribe the audio into text. In other words, this enables the participants to improve their English pronunciation to see whether they pronounced words or sentences correctly.
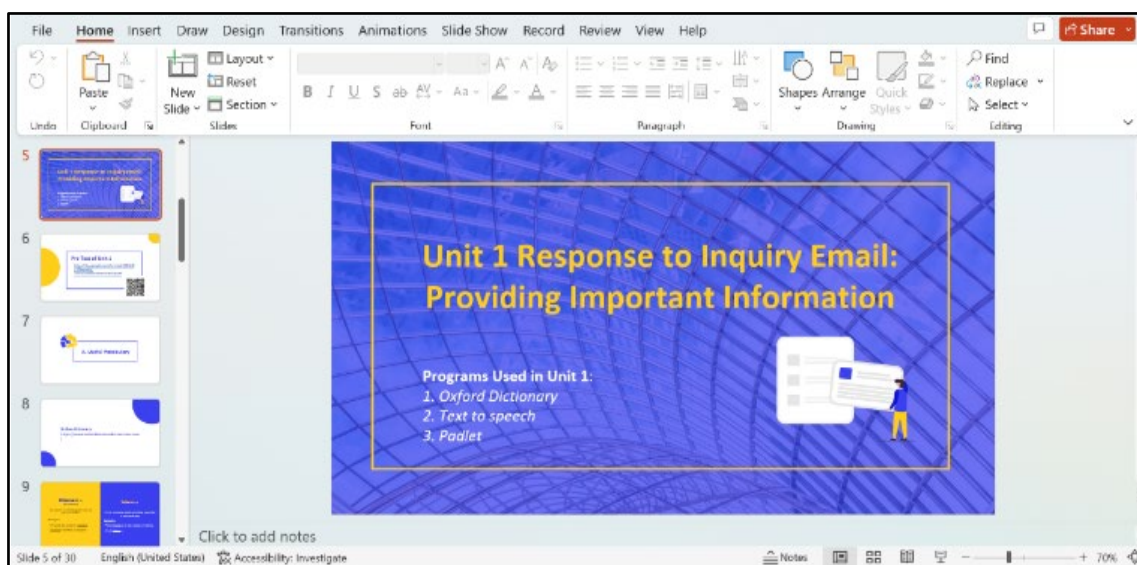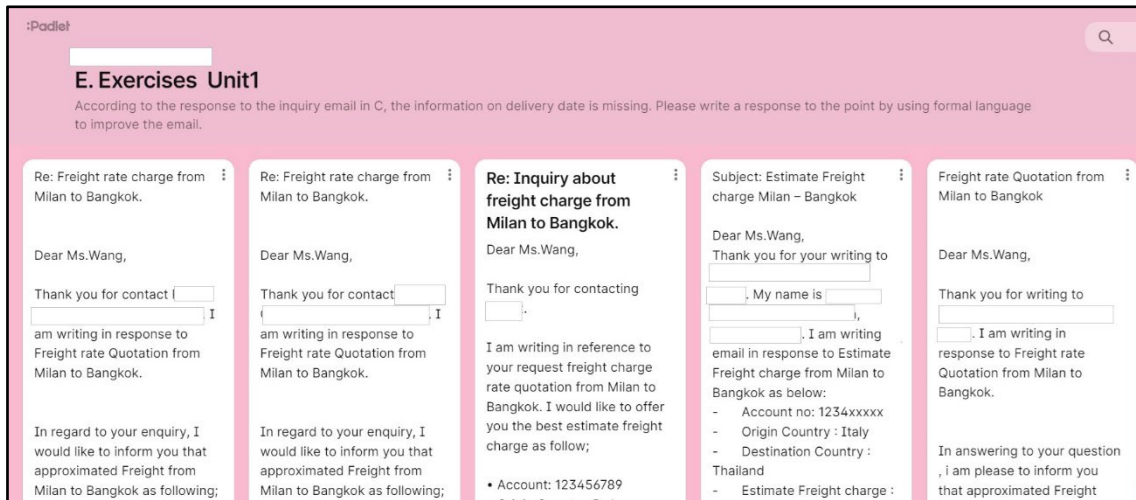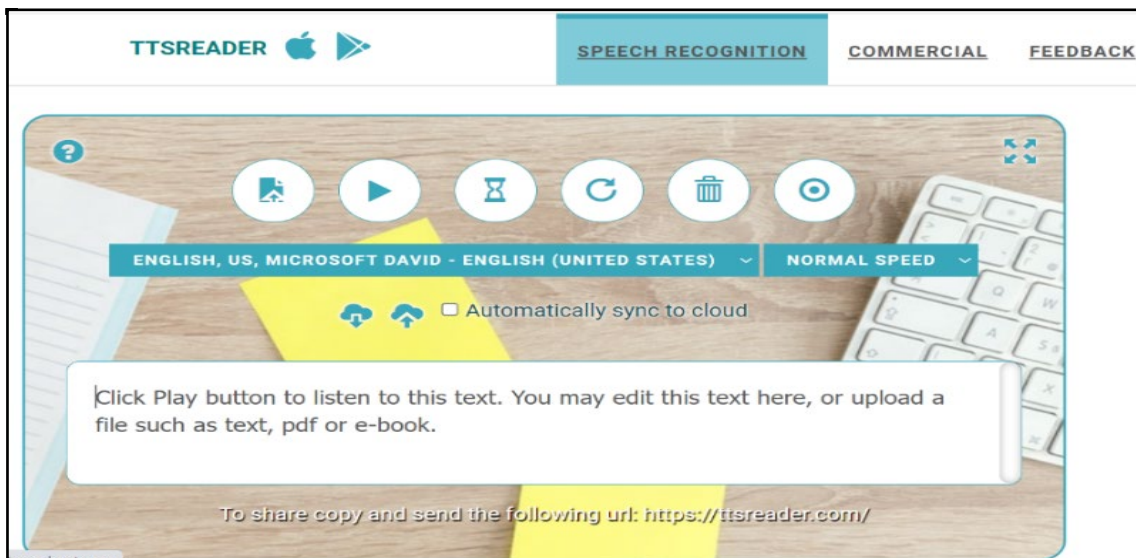

Figure 2: Learning Tool: PowerPoint presentation

Figure 3: Learning Tool: Padlet
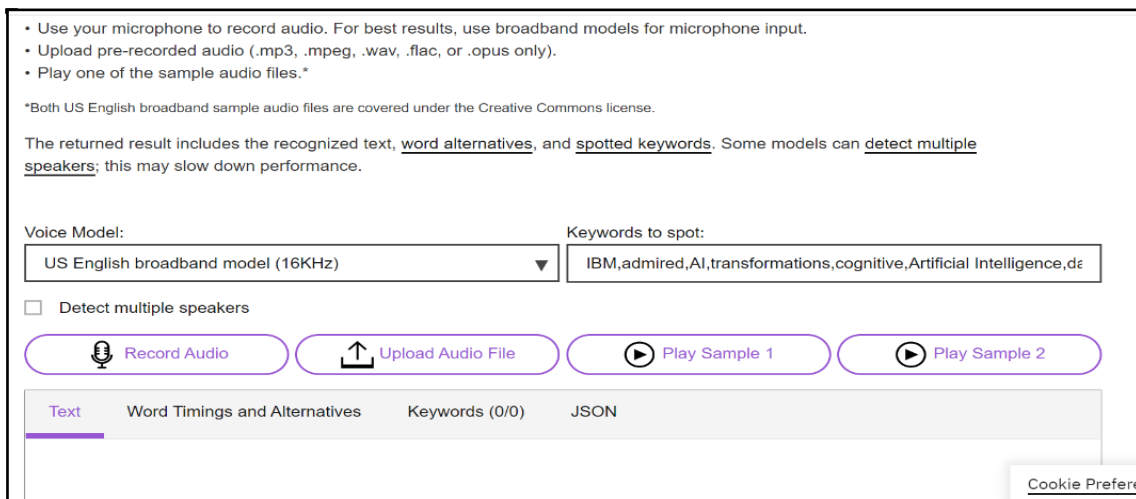
Figure 4: Learning Tool: Text to Speech

Figure 5: Learning Tool: Speech to Text

Figure 6: Learning Tool: Jamboard
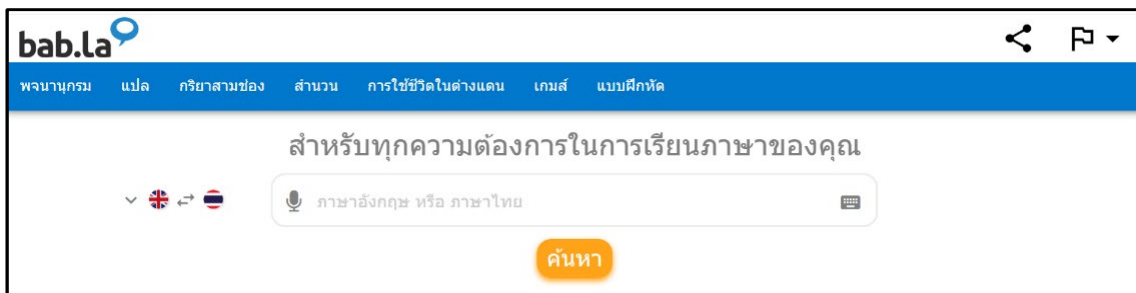
Figure 7: Learning Tool: Sentences examples
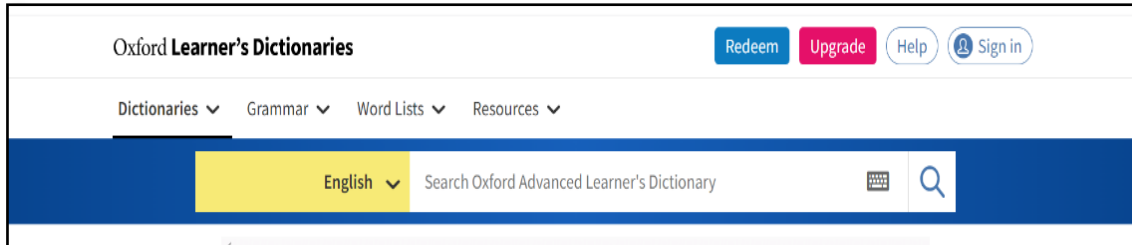
Figure 8: Learning Tool: Oxford online dictionary

5) Jamboard (https://jamboard.google.com): This tool allows participants to write and drag any text or image in real time. In this study, it was used for drills and exercises such as jumbled sentences, to rearrange the sentences, or to put the paragraphs into the correct order.

6) Sentences examples (https://bab.la): This website provides tremendous sentence examples. Participants can therefore conceptualize the meaning of recent words and apply them in various contexts.

7) Oxford online dictionary (https://www.oxfordlearnersdictionaries.com): This online dictionary offers definitions, pronunciations, examples of the use of vocabulary.

IV. RESULTS OF THE STUDY

The results of this study can be divided into two parts: 1) the adult ESP learners' satisfaction with the assisted technology of the English email writing skills development course, presented in Table 4 and Table 5, and 2) the adult ESP learners' attitudes towards the

assisted technologies of the English email writing skills course in Table 6. The overall results of satisfaction from adult learners are considered very satisfied in each item (see Table 4). As presented in Table 5, learners were very satisfied with all items in all four weeks, indicating that most of the learners had a positive attitude towards the applications of multiple learning tools to the lesson, especially in the lesson sequence responding to the learning objectives, attracting learners' interest and ease to follow.

Table 4: The overall adult ESP learners' satisfaction towards the assisted technologies of the course for developing English email writing skills

Item	Statements	Very Satisfied (%)	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Very Dissatisfied (%)	Total N	M	SD
1.	The sequences of the teaching with various learning tools in each class serve the learning objectives.	84.58 (N=203)	12.08 (N= 29)	2.50 (N =6)	0.83 (N =2)	-	240	4.80 Very Satisfied	0.51
2.	The teaching with various learning tools in each lesson is interesting.	84.17 (N=202)	12.92 (N =31)	2.50 (N =6)	0.42 (N =1)	-	240	4.81 Very Satisfied	0.48
3.	The teaching with various learning tools in each lesson is easy to follow.	83.75 (N=201)	12.50 (N=30)	3.33 (N =8)	0.42 (N =1)	-	240	4.80 Very Satisfied	0.50

Table 5: The adult ESP learners' satisfaction towards the assisted technologies of the course for developing English email writing skills from each week

Item	Statements	Very Satisfied (%)	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Very Dissatisfied (%)	Total N	M	SD
				Week 1					
1.	The sequences of the teaching with various learning tools in each class serve the learning objectives.	76.67 (N=46)	15.00 (N= 9)	5.00 (N =3)	3.33 (N =2)	-	60	4.65 Very Satisfied	0.73
2.	The teaching with various learning tools in each lesson is interesting.	73.33 (N=44)	18.33 (N =11)	6.67 (N =4)	1.67 (N =1)	-	60	4.63 Very Satisfied	0.69
3.	The teaching with various learning tools in each lesson is easy to follow.	71.67 (N=43)	20.00 (N=12)	6.67 (N =4)	1.67 (N =1)	-	60	4.62 Very Satisfied	0.69

Table 5: The adult ESP learners' satisfaction towards the assisted technologies of the course for developing English email writing skills from each week (Cont.)

Item	Statements	Very Satisfied (%)	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Very Dissatisfied (%)	Total N	M	SD
		Week 2							
1.	The sequences of the teaching with various learning tools in each class serve the learning objectives.	86.67 (N =52)	11.67 (N =7)	1.67 (N =1)	-	-	60	4.85 Very Satisfied	0.40
2.	The teaching with various learning tools in each lesson is interesting.	88.33 (N =53)	10.00 (N =6)	1.67 (N =1)	-	-	60	4.87 Very Satisfied	0.39
3.	The teaching with various learning tools in each lesson is easy to follow.	88.33 (N =53)	10.00 (N =6)	1.67 (N =1)	-	-	60	4.87 Very Satisfied	0.39
		Week 3							
1.	The sequences of the teaching with various learning tools in each class serve the learning objectives.	85.00 (N =51)	15.00 (N =9)	-	-	-	60	4.85 Very Satisfied	0.36
2.	The teaching with various learning tools in each lesson is interesting.	85.00 (N =51)	15.00 (N =9)	-	-	-	60	4.85 Very Satisfied	0.36
3.	The teaching with various learning tools in each lesson is easy to follow.	85.00 (N =51)	13.33 (N =8)	1.67 (N =1)	-	-	60	4.83 Very Satisfied	0.42
		Week 4							
1.	The sequences of the teaching with various learning tools in each class serve the learning objectives.	90.00 (N =54)	6.67 (N =4)	3.33 (N =2)	-	-	60	4.87 Very Satisfied	0.43
2.	The teaching with various learning tools in each lesson is interesting.	90.00 (N =54)	8.33 (N =5)	1.67 (N =1)	-	-	60	4.88 Very Satisfied	0.37
3.	The teaching with various learning tools in each lesson is easy to follow.	90.00 (N =54)	6.67 (N =4)	3.33 (N =2)	-	-	60	4.87 Very Satisfied	0.43

Table 6: The adult ESP learners' attitudes towards the assisted Technologies of the course for developing English email writing skills (Open-ended questions)

1. How did you feel about the lesson each week?
"I enjoyed the class because it is useful and can be used in professional life."
"I enjoyed the teaching style of the lecturer."
"I was impressed with applications and learning."
"I enjoyed the class because it was easy to understand."
"I was impressed with the PowerPoint presentation themes."
"I felt boring because it was hard to follow."
2. What activity do you enjoy the most from the class?
"I like exercises on authentic email writing because I had chances to practice and got feedback"
"I like the lecture sessions with the lecturer explaining some tips, grammar and other difficult points in details."
"I enjoy the exercises on rearranging email orders using Jamboard because I can help rearrange the sentences."
"I enjoy using Padlet."
"I'm impressed with online dictionary and sample sentences."
"I think I like homework."
3. Do you have any suggestion to improve this course?
"It's already good."
"Recommend more websites or applications for editing writing."
"Recommend more websites or applications for correcting English grammar."
"Teach and explain more slowly in some difficult points."
"Add some multiple-choice exercises."
"Lessen the use of technology tools because it was hard to follow using many applications."

In Table 6, these participants reported that most of the learners were satisfied with the lessons using technological learning tools and enjoyed lectures, exercises and the implications. Therefore, their recommendations for the course concern the variety of exercises, pace at which educational content is delivered to learners, and the more applications to improve their English skills. However, a few learners indicated that using several applications in one lesson was difficult to pursue because they possibly only had one smartphone to attend the live teaching session, or they had a limited technological background.

Based on the feedback provided, we can conclude the following benefits of applying technology tools for email writing skill development as follows. First, for engagement and relevance, learners enjoyed the classes, finding them useful for professional life. This suggests that the integration of technology in teaching email writing is engaging and relevant to their future careers. Second, the use of different applications and platforms (like PowerPoint, Jamboard, Padlet, online dictionaries) caters to diverse learning styles and preferences, making the learning process more interactive and varied. Practical application is also the benefit of using the tools. That is, exercises on authentic email writing and the opportunity to receive feedback help learners to practice real-world skills. This hands-on approach is crucial for effective learning. In terms of clarity and comprehensibility, the ease of understanding, possibly facilitated by technology, makes the learning process smoother for learners. Moreover, the use of technology in presentations, such as impressive PowerPoint themes, can make the learning material more appealing and easier to digest.

Drawing from the feedback received, we can identify the subsequent challenges of utilizing technology tools

in the development of email writing skills. Firstly, some learners found the use of multiple technology tools hard to follow, indicating a potential issue with the complexity or the number of tools used. Also, a suggestion to teach more slowly on difficult points indicates that the speed of instruction, possibly influenced by technology, may sometimes be too fast for optimal comprehension. Since learners also suggested the inclusion of more websites or applications for writing and grammar correction, implying a need for the use of a broader range of tools or resources to aid in learning.

The lecturer also needs to balance between technology and traditional methods, meaning that the feedback suggests a need for balancing the use of technology with traditional teaching methods. While technology enhances learning, over-reliance on it can be counterproductive for some learners. Lastly, it is worth noting the aspect of the diverse learning preferences. The varied responses to favorite activities highlight the diverse preferences among learners. Some prefer practical exercises, while others favor lectures or specific technology tools.

In conclusion, while technology tools offer significant benefits in making email writing lessons engaging, relevant, and diverse, educators should be mindful of the challenges. These include managing the complexity and number of tools, adjusting the pace of teaching, incorporating a variety of resources, and finding the right balance between technology and traditional teaching methods to cater to all learning preferences.

V. DISCUSSION

The results indicate that learners are pleased with the lesson and lecture sequences. This suggests they understand and appreciate the use of diverse learning tools for achieving educational objectives and are open to experimenting with new technological tools for language learning. Additionally, their eagerness to explore new tools shows a positive impact on their motivation for language learning. The favorable response to the activities also suggests that the selected learning tools effectively align with the intended learning outcomes, as learners enjoy the innovative approach to activities.

Despite the fact that PowerPoint is a simple and commonly used tool for presentations and lectures, learners were satisfied with it. This shows the importance of using a mix of different teaching methods. Relying too much on technology can sometimes not be helpful. It's important to balance modern and traditional teaching styles to suit different learners. Because learners have various ways of learning, it's necessary to use a mix of hands-on activities and standard lectures in teaching. Manoharan, Hua, and Sultan (2022) further explained that both young and adult learners struggled with online learning because they missed the kind of support they were used to receiving in conventional classroom settings.

Learners were satisfied with using Padlet for brainstorming and doing writing exercises. This could be because they can see each other's ideas and work instantly, and the teacher can give feedback at the same time. Furthermore, their posts on the wall are nameless, unless they choose to add their real names or group names. (Deni & Zainal, 2018) Padlet posts can also serve as a recap for learners who can't be present in the class in real time. (Fisher, 2017). The customizable layout, themes, decorations, and colors are some of the notable aspects of this web-based application, capturing the learners' interest. Padlet's user-friendly design makes it an effective tool for engaging learners' focus. (Al Momani & Abu Musa, 2022; Deni & Zainal, 2018; Fisher, 2017)

Learners found Jamboard satisfying because it aids in writing tasks like sentence rearranging exercises. It was used to help learners reorder sentences to form emails. Virto and López (2020) also noted that the Jamboard's interactive features are a key motivational factor. Aliyyah

(as cited in Manoharan et al., 2022) pointed out that a less interactive environment can lead to decreased learner engagement and boredom in class. However, it's important to note that Jamboard doesn't support audio or video attachments, so it should be used alongside other applications like Microsoft Team or Zoom for spoken discussions (Sweeney, Beger, & Reid, 2021).

Learners were pleased with the use of text-to-speech and speech-to-text tools, even though listening skills were not the main focus of the course. The researchers decided to use these tools based on a needs analysis done before designing the course, where some learners expressed a desire to improve their listening skills. Instead of having learners read email samples on their own, the text-to-speech website was used to read them aloud during lessons, with the lecturer demonstrating how it worked.

The positive response of learners to the use of text-to-speech and speech-to-text tools, despite the course's primary focus not being on listening skills, implies that while the course may have a primary focus, integrating additional resources that address other skill areas can enhance the overall learning experience. Also, conducting a needs analysis prior to course design proves crucial in understanding and catering to the specific requirements of learners. This approach allows educators to tailor their teaching strategies and tools to better meet the expectations and aspirations of their learners. Moreover, the successful integration of text-to-speech and speech-to-text tools illustrates the effectiveness of multimodal learning approaches. The interest in improving listening skills, even in a course primarily focused on another area, points to a broader trend where learners are seeking holistic skill development. Educational programs might benefit from considering how different skills can be integrated, even when they are not the main focus of the course. This implies that educational programs should be dynamic, responsive to learner needs and

leaning styles. Holisoh and Fitriani (as cited in Manoharan et al., 2022) believed that the learning style of each learner would have a strong influence on learning online.

This study recommends that the understanding of learning style is also essential for designing effective email writing courses that effectively integrate technology and meet the varied needs of learners. Also, other points are recommended for further consideration. For example, Kittiya Keadplang (2020) recommended content-based instruction as an effective method for teaching communicative English to adult learners and Ordonia (2015) suggested the use of problem-based learning (PBL) as an effective motivational strategy for adult learners, emphasizing its suitability and effectiveness in aligning with their learning style.

VI. CONCLUSION

In conclusion, the research offers valuable insights into the use of technology in email writing skill development. The benefits are clear, including enhanced engagement and practical relevance, but there are challenges to consider. These involve managing tool complexity, modulating the pace of teaching, expanding the range of resources, finding a balance between technology and traditional teaching methods, and accommodating diverse learning styles. While designing a course for adult learners, it's essential to consider not just their unique characteristics, such as life and work experience, time commitment, motivations, and requirements, but also the importance of selecting appropriate online language learning tools. Evaluating the benefits and challenges of these tools is crucial to meet the learning objectives and accommodate the learning styles of adult learners. This study presents a significant challenge for educators, learners, course developers, researchers, and especially lecturers. The role of a lecturer might shift to the role of a facilitator in an online course.

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